

MELBA LEHNER CHILDREN'S SCHOOL  
WEBER STATE UNIVERSITY  
DEPARTMENT OF CHILD AND FAMILY STUDIES  
  
OPERATION MANUAL AND POLICY HANDBOOK

3/85

REV. 11/85, 4/88, 12/01, 12/06, 3/07, 9/07, 2/08, 3/09

**TABLE OF CONTENTS**

- I. INTRODUCTION..... 1
- II. HISTORY OF CHILDREN’S SCHOOL..... 1
- III. PHILOSOPHY OF CHILDREN’S SCHOOL..... 3
  - General
  - Discipline
  - Curriculum
- IV. MISSION STATEMENT ..... 4
- VI. GOALS FOR CHILDREN..... 5
- VII. ADMINISTRATIVE POLICY..... 7
- VIII. PERSONNEL POLICY..... 7
  - Recruitment, Selection and Appointment
  - Adult Child Ratios
  - Health and Safety Requirement
  - Disciplinary Action/Dismissal
  - Benefits
  - Pre-service and In-service Training
  - Evaluations
  - Absences
  - Reporting Child Abuse and Neglect
  - Staff or University Students Accused of Abuse
- VIII. ENROLLMENT PROCEDURES AND SELECTION OF CHILDREN... 14
  - A. SELECTION OF CHILDREN..... 14
    - Fixed-hour Toddler and Preschool
    - Extended Day Toddler and Preschool
    - Random Lottery Policy
  - B. APPLICATION AND ACCEPTANCE PROCEDURES ..... 15
    - Fixed-hour Toddler and Preschool
    - Extended Day Toddler and Preschool
  - C. ENROLLMENT..... 16
  - D. PROGRAM FEES ..... 16
  - E. FORMS ..... 17
- IX. PARENT AND CHILD POLICY..... 18
  - Learning With Your Child

- Parent Involvement
- Parent conferences
- Screening
- Home and School Visits
- Child's portfolio
- Injuries and Illnesses
- Sick Children
- Use of Movies and Computers'
- Supervision and Protection of Children
- Procedures to account for attendance and presence
- Transportation of Children
- Release of Children
- Confidentiality and Release of information
- Parking
- Refunds and Payment for Children Not Completing A Semester
- Termination of Children From the Children's School
- Grievances

X. BUSINESS POLICY..... 24

- Tuition and Fees
- Funding and Budgets
- Allocation of Space

XI. PUBLIC RELATIONS..... 26

- Use of Facilities
- Advertisement

XII. APPENDIX:

- A. CHILDREN'S LIMITS..... 29
- B. FOOD AND NUTRITION PROGRAM..... 31
- C. HEALTH AND SANITATION PROGRAM..... 32
- D. INTERVENTION PROJECT REQUEST..... 35
- E. JOB DESCRIPTION - DIRECTOR..... 36
- F. JOB DESCRIPTION - SUPERVISING TEACHER..... 39
- G. JOB DESCRIPTION - SECRETARY..... 43
- H. JOB DESCRIPTION - COOK..... 45
- I. EMERGENCY PLANS..... 46
- J. LEARNING WITH YOUR CHILD..... 56

## **INTRODUCTION**

The Melba S. Lehner Children's School is a developmental early childhood program within the Department of Child and Family Studies, Jerry and Vicki Moyes College of Education. Established in 1952, the Children's School today includes five indoor classrooms with individual observation booths and two outdoor classrooms, and houses fixed hour preschool and extended day preschool and toddler programs. The school serves over 120 children and families per semester.

The Children's School is located in rooms 105, 106, 107, 109 and 110 of the David O. McKay Education Building on the north side of Weber State University Campus on Edvalson Street. The Director's office is located in room 107F. Staff offices are located on the basement level and second floor of the David O. McKay Education Building. The school can be reached for regular business by calling 627-6277 and in an emergency by calling 626-7240 or 626-7151.

The Children's School is founded on the developmental philosophies of Jean Piaget, Erik Erikson, Lev Vygotsky, Abraham Maslow and constructivist theory.

It is believed that the child learns best through self-initiated activity and that feelings of trust, love and belongingness and self-esteem can be enhanced as the child interacts with other children and adults.

The Children's School fixed hour preschool and toddler program are available to the general community while the extended day preschool and toddler program is available only to Weber State University students, staff and faculty children.

## **HISTORY OF THE MELBA S. LEHNER CHILDREN'S SCHOOL**

A compilation of information from interviews between the Director of the Children's School in June, 1978 with Jean Kunz, Melba Lehner and Ruth Williams reveals the interesting story of the evolution of the present Weber State University, Melba S. Lehner Children's School.

Having been instrumental in the establishment of W.P.A. nursery schools throughout Utah during the depression and the Ogden area day cares during World War II, it is not surprising that Melba Lehner should be the person to establish the first child developmental laboratory at, then, Weber.

Melba Lehner was the Utah State Consultant for day care during World War II. Her responsibility was to set up day care for working mothers during that time throughout the state. The largest number of centers were set up in the Ogden area, since the largest number of war related jobs were also in that area.

Following World War II, Melba was employed by Ogden City Schools to supervise their Parent Education Program, and Family Life classes. She was also Hired by Weber to teach Child Development classes and Marriage and Family Relations classes in the Home Economics Department. Prior to this time, the Home Economics Department was comprised only of food and clothing programs.

In 1951, Melba was asked to be Head of the Department of Home Economics at Weber. She was invited by Winifred Hazen, State Department of Education, to start a parent education program on the W.S.C. campus. Winifred provided \$2,000.00 toward the start-up of such a program. The program was structured in the form of a parent co-op with the children's school.

It was originally housed in Dr. Dixon's home on the lower campus. There were 10 two and three-year-olds that attended during the afternoons. President Dixon's daughter, Ruth, was the first teacher in the Children's School (1951), and Melba taught the parenting class once a week, dealing with topics of child development and child guidance.

Under President Henry Aldous Dixon's administration, plans were being drawn for the new buildings on the upper campus, one into which the Home Economics Department would be moving. Upon seeing the building plans, which included only clothing and food labs, Melba approached Dr. Dixon, a long time friend, and queried if he could also include footage for a child development laboratory because child development was becoming an increasingly important program within Home Economics Departments. Dr. Dixon responded simply that there was no need, space or money.

It was a bit of serendipity that not much later Dr. Dixon was called to the Northwest on an accreditation team visit to a number of colleges. Returning to campus, President Dixon called Melba to his office, handed her the building plans and instructed her to draw in a child development laboratory for the Home Economics Department, meanwhile explaining how the most highly rated college of his recent visit had a laboratory with a one-way vision window.

Melba eagerly drew in a play school area and observation booth, envisioning an expanded role for Home Economics. In 1953 the new buildings on the upper campus were open for inspection and the child development laboratory, called the Play School, began operation.

In the Fall of 1973, the Education Building was completed and ready for occupancy. The new building included three child development laboratories, where the old facility had utilized two. With the extra laboratory available, the department chairperson, Jean Kunz and the current director, had decided to create a Day School component to the Children's School and begin training for teachers who might work in day care centers.

On May 3, 1985, the W.S.C. Children's School was dedicated and renamed in honor of Melba Lehner for the fine work and dedication she has given to establish and develop the Children's School at the College.

The Melba S. Lehner Children's School, as it is presently called, includes:

1. One laboratory which houses a morning three-year-old group, and afternoon four-year-old group, and a two day a week toddler group.
1. Two laboratories which house the Extended Day Preschool, composed of mixed groups of three to five year olds.
2. Two laboratories which house the Extended Day Toddler Program, composed of mixed groups of twos and threes.

The Melba S. Lehner Children's School is contained within the Department of Child and Family Studies in the Jerry and Vickie Moyes College of Education.

## **PHILOSOPHY**

The Melba S. Lehner Children's School is a developmental program which uses a transformational curriculum model. We ascribe to the philosophy that there is a predictable pattern to development and learning that can help adults set appropriate expectations for children based on their age and experience. Long term goals and a taxonomy of short term goals have been established based on that understanding (See Goals For Children). We also ascribe to the philosophy that individual children and groups of children have unique needs, interests and rates of growth and understanding. Therefore, we feel that the goals and expectations set by the school should affect the children but the children with their unique needs should also affect how the goals are implemented. Careful assessment with an emphasis on observation is used to guide the day to day curriculum implemented in our school. Further, we believe that good schools for young children promote growth and development of the whole child. We plan for growth in the following developmental areas: social, emotional, physical, moral and cognitive including but not limited to language and literacy.

The Children's School acknowledges the fact that young children are active learners and construct their own understanding through play and first hand experience. Consistent with Piaget and constructivist theory, we design environments where children can interact with materials, their peers and with adults. We also believe, as suggested by Vygotsky, that children learn through social interactions as significant adults and peers scaffold learning.

The Psychosocial Stages developed by Erikson have given us insight into the dynamics and importance of social interactions as related to the developing personality. We strive to set up an atmosphere of trust where children can be autonomous, take initiative and begin to build industry. We also acknowledge the Humanistic philosophy of Maslow by trying to assure that basic needs are met so children can flourish.

Our guidance model is designed to help children gain self-control and be responsible and productive citizens as well as reduce risk of injury and adverse health effects to self and others. We believe that all behavior has a cause and that by understanding that cause, adults can guide children towards self-government. We strive to help children learn problem solving strategies, empathy, tolerance and fairness which will serve them throughout their lives.

### **CHILDREN'S DISCIPLINE (See last paragraph above)**

To promote the goals of the guidance model, the teachers will do the following:

Model appropriate interaction and problems solving strategies.

Instruct the children intentionally and specifically about what is appropriate behavior.

Reinforce appropriate behavior by giving specific feedback and giving feedback on behavior that is not so appropriate.

Arranging the physical environment to promote constructive behavior.

Clearly stating appropriate expectations so children understand the rules.

Use cognitive modification to help children understand what they should do and why.

Discipline measures will never include:

Corporal punishment of any type

Tying or binding to restrain a child's movement

Use of abusive, demeaning or profane language

Forcing or withholding food or drink, rest or toileting

Confining a child in a locked closet, room, or similar area

The director will provide a copy of these discipline methods to each parent or legal guardian.

See Appendix-A-1 for a list of Children's School Limits

## **CHILDREN'S CURRICULUM**

The curriculum or plan for learning in the Melba S. Lehner Children's School is based on our current understanding of the development and needs of young children. Goals have been set which are consistent with this understanding. (See Children's Goals)

Our plan allows for and encourages individuality in teachers and recognizes individual differences in children and groups of children. Consequently, no preset daily curriculum is proposed. Daily and weekly curriculum grows out of the Children's Goals and the needs of the individual groups.

Based on the Children's Goals and an understanding of normal development teachers observe and assess individual children's current level of functioning in all developmental and goal areas. At this point, short term goals and behavioral objectives are set to provide a clear focus for planning strategies. Strategies are then defined and implemented to facilitate growth. Finally, these implemented strategies are evaluated and plans for future strategies are made.

## **MISSION STATEMENT FOR MELBA S. LEHNER CHILDREN'S SCHOOL:**

The Melba S. Children's School is an early childhood laboratory housed in the Child and Family Studies Department of the Jerry and Vickie Moyes College of Education, Weber State University and is designed to provide:

- a quality early childhood setting for training University Students to understand the development of young children and developmentally appropriate practice for working with them. As appropriate, the program will also be used to facilitate research endeavors of the part of students and faculty.
- education and care for the children of students, faculty and staff at Weber State University.
- support and education to the parents of the children in our school.
- an individualized, developmentally appropriate program to meet children's cognitive, social, emotional, physical and moral developmental needs.



**Major Goals:**

1. Children's self concepts will be enhanced, their creativity will be expanded and their problem solving and literacy skills will be increased through learning experiences.
2. A spirit of community and responsibility toward self and others will be strengthened in each child within the children's groups
3. Healthy growth in all developmental areas will be encouraged by specific attention to developmental pattern, individual needs and cultural context

**GOALS IN SPECIFIC DEVELOPMENTAL AREAS:**

**SOCIAL**

- A. Each child will use adults as resources.
- B. Each child will gain attention, in acceptable ways, from adults and peers.
- C. Each child will cooperate with peers and play the roles of leader and/or follower as situations demand.
- D. Each child will function at increasingly higher levels of play.
- E. Each child will acquire a basic respect for persons in authority.
- F. Each child will share, take turns and help others.
- G. Each child will consider the rights and feelings of others.

**EMOTIONAL**

- A. Each child will function apart from his/her parents.
- B. Each child will show confidence in her/himself.
- C. Each child will demonstrate a positive attitude toward work by giving their best and completing tasks.
- D. Each child will demonstrate the ability to define and express both affection and hostility toward adults and peers in socially acceptable ways.
- E. Each child will demonstrate a desire to grow up through their verbal communications and role-playing.
- F. Each child will have his/her own ideas about how to use various materials in many different situations and will use initiative in putting those ideas into action.

**MORAL**

- A. Each child will demonstrate an increasing understanding that other persons have feelings and can be hurt. This will eventually lead to the understanding that others have a point of view different from his/her own.
- B. Each child will talk about basic rules within the classroom setting. An understanding of rules, rights and responsibilities and respect will help each child develop his role within the classroom as well as the general society.
- C. Each child will have an increasing understanding and appreciation for diversity especially with regards to gender roles, race, culture, disabilities and age.

**INTELLECTUAL**

- A. Each child will develop both short term and long term memory ability.

- B. Each child will gain skills for bringing order to her/his world by:
  - 1. using the scientific method
  - 2. recognizing relationships, likeness and difference
  - 3. putting things into a physical or mental order
  - 4. understanding simple concepts of cause and effect
  - 5. developing a familiarity with social-arbitrary labels including color words, shape words, etc.
- C. Each child will use the tools of their world.
- D. Each child will increase his/her ability to distinguish reality and fantasy.
- E. Each child will gain appropriate concepts relative to her/his own body, IE. parts, functions, feelings, etc.
- F. Each child will gain beginning concepts of the community and immediate environment including social aspects, families, cultures, workers, use of tools of the culture, things to be enjoyed, ecology, weather and simple scientific principles, etc.

### **LANGUAGE AND LITERACY**

- A. Each child will develop extensive language competency by expanding their vocabulary and grammar mastery.
- B. Each child will demonstrate book awareness and appreciation.
- C. Each child will understand the relationship between thoughts, spoken words, writing and reading.
- D. Each child will show phonemological awareness.
- E. Each child will demonstrate and understanding of symbols.
- F. Each child will demonstrate comprehension of story.
- G. Each child will demonstrate good listening skills.

### **PHYSICAL**

- A. Each child will gain an increasing awareness and control of his/her body.
- B. Each child will care for herself/himself in routine situations.
- C. Each child will gain skills using large muscles (running, balancing, climbing, kicking, etc.).
- D. Each child will gain skills using small muscles (coordinating eye and hand, buttoning buttons, etc.).
- E. Each child will be involved in physical activity daily.

### **ADMINISTRATIVE POLICY**

- A. Administrative Hierarchy:
  - University President
  - University Provost

Dean, Jerry and Vicki Moyes College of Education  
Chair, Department of Child and Family Studies  
Director, Melba S. Lehner Children's School

B. Children's School Personnel:

Director	(Job description. . . appendix C-1)
Supervising Teacher	(Job description. . . appendix C-2)
Secretary	(Job description. . . appendix C-4)
Cook	(Job description. . . appendix

C-5)

## PERSONNEL POLICY

### A. Recruitment, Selection, Appointment:

**Director** (procedures given in faculty manual)

Requires at least a Master's Degree in Early Childhood or a related field.

**Supervising Teacher** (procedures given in faculty manual)

Requires a Bachelors Degree in Early Childhood or related field. Would consider an applicant who has completed Early Childhood classes through and including student teaching on a conditional basis until bachelors is completed.

#### **Assistant Teachers**

Advertised through career services on campus. Must be a Weber State University student when hired. Early Childhood and Early childhood Education majors who have completed student teaching will be given first priority. All other Early Childhood/ Early Childhood Education majors will be considered second. Other majors will be considered if necessary.

**All care givers will be at least 18 years of age.**

### **Student Teaching Assignments**

The selection and placement of student teachers in the Children's School is at the discretion of the Children's School Director in conference with the Children's School Teaching Staff. All students majoring in Early Childhood and Early Childhood Education will spend one semester teaching in the Melba S. Lehner Children's School.

All students planning to student teach in the Melba S. Lehner Children's School must make application 1 semester prior to the semester in which student teaching is to be done. Applications are available in room 107-F (Director's office) of the David O. McKay Education Building.

Student Teacher Interviews with the Children's School Director are held approximately one week prior to registration each semester. Student Teacher assignments will be posted and letters of appointment will be mailed upon completion of the interviews.

#### **Guidance and Planning Students**

Practicum students will be coordinated through the director of the Children's School. In order to insure an equitable distribution of participants throughout the school, and to limit the number of additional adults in each classroom, students will sign up for time slots of 2 to 3

hours in the office of the Children's School.

**Maintaining Required Care Giver to Child Ratios**

Utah Child Care Licencing Rules require us to maintain the following care giver to child rations at all times.

Age of Children	# of Care Givers	# of Children	Maximum Group Size
2 years old	1	7	14
3 years old	1	12	24
4 years old	1	15	30
5 years old	1	20	40

Mixed ages:

2 & 3 years old	1	11	23
3 & 4 years old	1	14	27
4 & 5 and School age	1	18	35
2, 3, & 4 years old	1	11	23
3, 4 & 5 years old	1	16	31
2, 3, 4 & 5 years	1	13	27

We do the following to ensure we meet these required ratios:

Our two year old groups are only filled to 12 children. We always have one supervising teacher plus at least one student teacher and more likely two in these groups.

Our three through five age groups are only filled to 20 children or less. Again, we always have one supervising teacher plus at least one student teacher and more likely two in these groups

In the case that there are not enough student teachers during a semester we hire a teacher assistant to fill the student teaching position.

In case of absence, we bring in a student teacher from another group that is over staffed, the director, or one of our paid staff assistants. We also would consider counting a guidance or planning student in the ratio, depending on their experience and capability.

When we know in advance of an absence of our supervising teacher for a conference etc. we have a list of bachelors degree substitutes we can use or we use our staff assistants who have

completed their student teaching. If student teachers have enough experience, we would count them as the lead teacher and staff with another assistant.

### **Extra-departmental Visitors**

Individuals, outside the normal channels, wishing to participate in the Children's school must make a request directly to the Director.

## **B. Health and Safety Requirement**

1. Each Children's School employee, or student teacher shall submit a dated report of a satisfactory tuberculosis test or chest X-ray taken within 6 months of employment. All employees will have a medical check-up and submit medical form to the director.

2. All staff members regularly involved in the preparation and/or service of food shall have a current food handler's permit. A copy of the permit will be filed with the director for verification of valid permits. Permits may be obtained from Health Department in the employees county of residence,

3. Each care giver shall be free from mental or physical illness which may affect his/her ability to care for children. This shall be verified by a physical examination dated and signed by a licensed physician, shall be repeated annually, and shall be reported on Form 89. The form will be filed with the director for verification of current exams.

4. If a staff member develops indications of a physical, emotional or mental condition which could jeopardize the well-being of any child or which could prevent satisfactory performance of duties, that staff member shall not continue to provide care until the condition is resolved to the satisfaction of a licensed physician or other professional, and until evidence of such a presented to the center director.

The following are guidelines for excluding staff from our school:

1. A temperature of 101 or above.
2. Vomiting, diarrhea, nausea or severe abdominal pain (must have not had an episode for 24 hours before returning to school).
3. Unusual lethargic behavior.
4. Mouth sores associated with an inability to control saliva.
5. Rash with fever or behavior change.
6. Infected eyes with discharge (must be on medication 24 hrs before returning to school).
7. Infestation (e.g. scabies, head lice, pinworm)
8. Impetigo
9. Strep throat (must be on medication 24 hrs before returning to school).
10. Ringworm
11. Chicken Pox, Whooping Cough, Red Measles, German Measles, Mumps, Meningitis, Influenza and other communicable diseases.

Staff will need to go home once a fever is detected and after the second episode of vomiting or diarrhea. Staff will notify the C.S. director of a communicable disease or infestation so that the Health Department and parents can be notified if necessary.

### **C. Disciplinary Action/Dismissal**

Disciplinary action and/or dismissal of a staff member will be determined by Department of Child and Family Studies and WSU Human Resources after being presented with evaluations and recommendations regarding the staff member. Refer to the Weber State University Policy and Procedure Manual for additional information pertaining to disciplinary action and dismissal.

### **D. Benefits**

Staff members classified as “full-time equivalent” qualify for benefits including retirement, health and life insurance, tuition waivers and others as defined by the faculty and staff manual of WSU. Staff members whose status is less than full time will receive partial benefits equivalent to their percentage of time.

### **E. Pre-service and In-service Training**

Newly hired staff will meet with the director or mentor teacher to discuss roles and responsibilities pertaining to their job assignment.

Orientation will include:

- A job description

- An introduction and orientation to the children, which includes special conditions such as allergies and medical conditions. If hired at the first of the new year, the teacher will learn about the children on home visits.

- Procedures for releasing children to parents, guardians or their authorized substitute
- Center policies and procedures

- Reporting requirements for witnessing or suspicion of abuse, neglect and exploitation of children and how to make a report

- Other issues pertaining to the specific job being hired for

In the event that additional training is required for job placement, such training will be planned and implemented at the discretion of the director after consultation with the employee and/or mentor teacher.

All care givers will read and have access to the center's policies and procedures manual. Documentation that the staff person has read and understood the policies and procedures will be maintained.

Before being left alone with children, care givers will complete the center's required orientation training. The date of the care giver is left unsupervised will be documented.

Care givers will have 20 hrs. of documented training per year. At least 10 hours will be in person training including topics required by licencing. Our center does not provide care for children under 24 months old. The center provides in house classes and money to attend other classes as well as reading materials and videos. **RECORDING HOURS WILL BE THE RESPONSIBILITY OF THE INDIVIDUAL STAFF MEMBER.**

An all day workshop is conducted at the beginning of the school year prior to the return of children in order to orient the staff to conditions of importance related to the Children's School operation. An all day workshop is also held in December for CPR and/or First Aid re-certification and in May to review goals, preliminary planning for the upcoming year and discuss policy and procedure regarding all aspects of the job including work with university students.

## **EVALUATIONS**

### **Supervising Teachers**

Children's School and Supervising Teachers will be evaluated yearly in individual conferences with the C. S. director. The session will include goal setting and evaluative discussion of previous goals. Written copies of the goals and evaluation will be included in the staff members Children's School and human resource file.

### **Student Teachers**

An evaluation, including self-evaluation and input from a supervising teacher, using the Student Teacher Observation forms found in the Student Teacher Packet will be done after the first full week of Head Teaching. Additional ongoing evaluations can be expected.

Final semester evaluations are conducted based on the goals and suggestions generated during mid-semester evaluations. The Supervising Teacher will type and share the final evaluation with each student teacher the final planning day of the semester. The student teacher will be given the opportunity to voice disagreements and concerns at that time. Copies of the evaluation will be sent to the student, to Career Services and the Child and Family Studies or Education Department as appropriate.

## **ABSENCES**

### **Staff**

In the event of continual absence due to prolonged sickness or negligence which interferes with or hinders the continued consistency of the teaching staff, a staff member will be reviewed by the director, the department chair and the University human resources department. A recommendation as to retention or dismissal will then be made.

### **Student Teachers**

Student teachers in the Melba S. Lehner Children's School are allowed up to three excused absences before they must make up time. If a student has more than 3 excused absences all missed days must be made up. Example: If a student teacher has 3 excused absences they do not need to make up any time, but if s/he has 4 excused absences they must make up 4 days. **More than 5 absences will result in the student receiving NC (no credit). Exceptions due to unusual circumstance can be requested by making a formal petition to the Early Childhood Committee in the Child and Family Studies Department.**

Excused absences are:

- B. Absence due to illness. (PLEASE DO NOT SCHEDULE DOCTOR APPOINTMENTS ETC. DURING STUDENT TEACHING OR SEMINAR TIME. THEY ARE NOT EXCUSED ABSENCES)
- C. Absence due to immediate family **emergency**. Immediate family includes parents, spouse, children and siblings. (This would include family illness **only** if there is no one else that could care for the family member and the family member requires constant care.)
- D. Absence for one time family occasions such as weddings, funerals, etc. (PLEASE DO NOT STUDENT TEACH IF YOU ARE PLANNING YOUR OWN WEDDING DURING THE SEMESTER.)

Absences which do not fit the above criteria will not be excused, will be counted as an absence and will be reported in the evaluation placed in the student's career file.

### **Reporting Child Abuse and Neglect**

UCA SECTION 62A-4-503, 62A-3-302

Any contracted, licensed or certified agency, individual, or employee is responsible to document and report abuse, sexual abuse, and sexual exploitation, neglect, maltreatment and exploitation as outlined in the code of conduct and cooperate fully in any resulting investigation.

Reports can be made to the Utah State Division of Child and Family Services region office's on call worker at 801-627-5800, or use the Department of Human Services Hot Line: 801-538-3989. You will not be required to give your name.

All staff should be trained on the Utah State Law 62A-4-501 for reporting suspected child abuse and neglect cases, being a mandated reporter, and recognizing the signs and symptoms of child abuse.

Upon a child disclosing or suspicion of a child being subjected to child abuse or neglect the following steps will be taken:

1. Child will be asked what happened but **not interrogated by the staff member**.
2. The person who receives the disclosure will examine the child with the **required** help of one witness who will be one of the following: Director, supervising teacher, teacher therapist or family advocate. The two persons will examine the child in a room with a closed door. Staff will only lift or move clothing to view possible marks. **A child's clothing will not be completely removed from the body.** The child if physically and emotionally able will be returned to normal routine in the classroom.
3. The person who received the disclosure will report it to the Director if the director was not previously involved.. However, the director or person acting as a witness should not influence the person not to report it.
4. The person who received the disclosure or noticed the abuse will document the suspicion completely including the following information and immediately call child protective services:

1. The child's full name
2. The date
3. What was seen
4. What was said
5. The document will be marked confidential, placed in a special file and locked in the director's office.
6. The incident will not be discussed with anyone except the child's teaching team and the director. Any violation of this confidentiality or attempt to influence a person not to report will be considered grounds for dismissal.

### **Staff Or University Students Accused of Abuse**

Any staff member or student working in the school who is accused of abusing a child will be excluded from work with children immediately. Steps will be taken to assure that the accuser understands Utah State Law for reporting abuse. If necessary, staff of the Children's School will work openly with child protective services. The case will be reviewed by the Children's School Director, the Department Chair and the Dean of the college and other appropriate Weber State personnel as needed. The person will not resume work with children until cleared of the charges.



## **SELECTION OF CHILDREN**

The Children's School does not discriminate based on race, ethnic group, sect or religion. Any child meeting the age requirements for the various programs within the Children's School, regardless of sex, handicap, race, color or ethnic origin, is eligible to apply for participation in the school.

### **Fixed-Hour Toddler Program**

The Toddler Program has been developed to meet the academic needs of the department as well as the needs of families with toddlers. To meet the academic needs of the school, toddlers will be selected to provide a broad age range representation within the group. Children between the ages of 24 and 36 months by September 1 may apply. Selection of alternates to fill vacancies within the program will be based on the need to provide adequate age and gender representation. All enrolled Toddler Program children turning three years old prior to the September 1 deadline will have the option of moving into the three-year-old preschool program for the next school year.

### **Fixed-Hour Three-Year-Old Program**

The Three-Year-Old Program is composed of children turning three prior to the September 1 deadline. In order to provide continuity and the option for longitudinal study of children, a portion of this class will be made up of children previously participating in the Toddler Program. Any remaining positions in this program will be selected by random lottery with special consideration to meet the needs of the school.\* All Three-Year-Old Program children turning four years old prior to the September 1 deadline will have the option of moving into the Four-Year-Old Program for the next school year.

### **Fixed-Hour Four-Year-Old Program**

The Four-Year-Old Program is composed of children turning four prior to the September 1 deadline. In order to provide continuity and the option for longitudinal study of children, a portion of this class will be made up of children previously participating in the Three-Year-Old Program. Any remaining positions in this program will be selected by random lottery with special consideration to meet the needs of the school.\*

### **Extended Day Toddler Program**

The Extended Day Toddler Program is composed of children two to three years of age. In order to be eligible for this program, children need to be two years old prior to attendance. Children of WSU students, staff and faculty who meet the age requirement can make application. Preference will be given to children of students because of monies received through university student fees.

### **Extended Day Preschool Program**

The Extended Day Preschool Program is composed of children between the ages of three and five. In order to be eligible for this program, children need to be three years old and toilet

trained (exceptions will be made for children with physical and emotional issues) by the September 1 deadline. Children of WSU students, staff and faculty who meet the requirements can make application. Preference will be given to children of students because of monies received through University student fees.

## **APPLICATION AND ACCEPTANCE PROCEDURES**

### **Fixed-Hour Programs**

During the month of February, articles describing the available programs and application process will be prepared and sent to the Standard Examiner for at least a one day run. Applications are accepted during the month of March with a random drawing to be completed by the first week in April. The drawing is conducted by the director and C.S. secretary.

Letters of acceptance with information briefs, contracts, medical forms and immunization forms will be mailed the second week in April. Contracts and a deposit are due by April 30.

Letters of non-acceptance announcing alternate status will be mailed the second week in May. Selection of alternates is based on the needs of the school.\*

Parents will be instructed that placement of their child in the afternoon Extended Day Preschool Program may be a possibility depending on slot availability. They should let the secretary know if this option interests them.

### **Extended Day Programs**

Applications for the Extended Day Programs are available throughout the year. Children are selected on a first-come basis with special considerations to meet the needs of the school.\* Priority for placement in the Extended Day Program is given to WSU students. Parents contract for: 20-23 Hours/week, 23-30 Hours/week or 30-40 Hours/week. The length of each contract is 16 weeks.

Letters of acceptance with information briefs, contracts, medical forms, dental forms, immunization forms, USDA food forms and Head Start packets for the following school year will be mailed the second week in April. Contracts and an amount equal to the child's first week's tuition are due by April 30.

- \* Such considerations include but are not limited to: Male-female ratio, culture, race, age, children with special needs, and research needs of the school.



After the selection of children for the various programs has been completed and the parents notified of their selection, the following steps are necessary to complete the enrollment process:

1. The parent(s) or guardian(s) fill out and return the parent contract statement along with the appropriate deposit.
2. The parent(s) or guardian(s) make arrangements for physical examination of the child by a qualified physician, to include immunization records and any incomplete immunization requirements.
3. If the student tuition schedule is being used, one parent or guardian must be enrolled as a student taking no less than 6 semester hours for each semester that participation in the Children's School program is requested.
4. Each parent or guardian will choose an option from the "Learning With Your Child" Program in which to participate. All parents having children registered in the Children's School (Fixed-Hour or Extended Day) are required to participate in the "Learning With Your Child" Program. Both parents or guardians are required to complete the program requirements in order for their child to remain in the Children's School, an exception being made in the case of single parent families. Families who do not fulfill the requirements of the LWYC program will be replaced in the program.

Refer to Appendix I for a complete outline of the requirements for the LWYC program.

## **PROGRAM FEES**

### **Fixed-Hour Programs**

The fees for these programs are based on the operating expenses for the program, including the supervising teacher's salary. Fees are approved after consultation between the Children's School Director and the Department Chair. Refer to the Children's School secretary for current tuition schedule. A non-refundable deposit is due by the last day of each semester to reserve your child's position for the following semester. That deposit is credited to your total fee. The balance may be paid in two installments - one on the first day of the semester and the other at mid semester.

### **Extended Day Programs**

Fees for these programs are based on how many hours per week over the sixteen week semester a child will be in attendance. Refer to the Children's School secretary for current tuition schedule. Your deposit is to insure your placement in the school and is non-refundable. However, it will be applied to your first week's tuition. All subsequent payments are due prior to service and may be made weekly, monthly or by the semester. Please watch the computer screen for any balance due. By the time you have a balance due, your payment is late. A non-refundable deposit equal to one week of your child's tuition is due at the end of each semester to reserve your child's position for the following semester.

Tuition for the various Children's School programs are due by the date stated on the parent contract or a minimum of one week in advance. Families who do not make timely tuition payments could be replaced in the program.



Completed immunization, physical, personal history and emergency forms are required for all programs on or before the first day your child attends school. Children in our Extended Day Preschool and Toddler Program also require applications for free/reduced lunch, proof of income and address and dental forms.



### **Learning With Your Child**

Initiated in 1974, the parent education class "Learning With Your Child" (L.W.Y.C.) is based on the premise that the successful education of young children is largely dependent on a working partnership of parents and teachers. Therefore, an individualized program has been designed so parents may better define and meet their goals for their child who is enrolled in the Children's School and for themselves as parents.

Currently, the program consists of six options (video series, audio series, mind map, parent participation, Ready, Set, School or individual).

A general orientation to the Children's School and the L.W.Y.C. Program will be conducted at the beginning of Autumn Semesters to answer any questions related to the program.

### **Parent Involvement**

Parents are encouraged to actively participate in their child's classroom whether it be Extended Day or Fixed-Hour. If parents are concerned about being a disruption, but would still like to watch their child's participation and interactions, then observing in the observation booth is always an option.

### **Parent Conferences**

Conferences will be offered to parents and their child each semester. Conferences will be supervised by the Supervising Teacher or the Children's School Director with the student teacher.

Conferences are a time to share information between home and school, both parents and teachers can share meaningful information regarding the child. Depending on the circumstances, children should be encouraged to participate.

The purpose of a conference is to evaluate and re-establish educational goals for the parent, teacher and child. Evaluation of the L.W.Y.C. requirements can also be accomplished at this time.

A summary of the conference should be placed in the child's folder. Such information is valuable in future curriculum planning, and is available to the Director, Supervising Teacher, student teachers, planning students and parents. Information shared at a parent conference is highly confidential and should be limited to personnel directly working with the child and family. **NO INFORMATION WILL BE RELEASED TO A THIRD PARTY WITHOUT WRITTEN PARENT PERMISSION.**

### **Screening**

The Society to Prevent Blindness conduct an amblyopia screening for 4-year-old children.

### **Home and School Visits**

Each child attending the Children's School will be visited at the beginning of Autumn semester or when first enrolled (either at the child's home if preschool or a school visit if a toddler).

Visits will be made by the Supervising Teacher and/or student teachers. Goals and

objectives will be defined and placed in the child's portfolio.

Summaries of student conducted visits will be evaluated by the Supervising Teacher and placed in the child's portfolio.

### **Child Portfolios**

A portfolio/ portfolios will be kept on each child enrolled in the Children's School. The child's portfolio will contain:

1. Physical Examination Report
2. Family History Form
3. Assessment Forms
4. Examples of the child's work
5. Home Visit Forms
6. Parent Conference Forms

NO INFORMATION WILL BE RELEASED TO A THIRD PARTY WITHOUT WRITTEN PARENT PERMISSION

### **Injuries or Illnesses**

Minor injuries such as scratches, abrasions and bruises should be cleaned with soap and water, hydrogen peroxide and a band-aid if necessary. All injuries should be noted on the accident report and initialed by teachers and parent.

Potentially serious illnesses and injuries requiring immediate care by you and by a physician should be handled according to current American Red Cross practices. Refer to Appendix-H for detailed emergency procedures.

### **Sick Children**

**We are unable to care for sick children.** We go outside every day. If your child is too ill to go outside, they are too ill to come to school. If your child is ill, please make other arrangements since we cannot let them attend. If your child becomes ill, we will make every effort to contact you or the persons listed on your emergency cards and it will be your responsibility to take your child elsewhere. The following are guidelines for excluding children from our school and reasons you should keep a child home or find other arrangements:

1. A temperature of 99.6 or above.
2. Vomiting, diarrhea, nausea or severe abdominal pain (must have not had an episode for 24 hours before returning to school).
3. Unusual lethargic behavior.
4. Mouth sores associated with an inability to control saliva.
5. Rash with fever or behavior change.
6. Infected eyes with discharge (must be on medication 24 hrs before returning to school).
7. Infestation (e.g. scabies, head lice, pinworm)
8. Impetigo
9. Strep throat (must be on medication 24 hrs before returning to school).
10. Ringworm
  
11. Chicken Pox, Whooping Cough, Red Measles, German Measles, Mumps, Meningitis,

Influenza and other communicable diseases.

Children will be sent home once a fever is detected, after the second episode of vomiting or diarrhea or when any of the above list are present.

The best advice for parents determining if a child should come to school (after following the guidelines above) is to use common sense. Parents generally know the symptoms their own child exhibits when ill or when their child's behavior is unusual.

**PLEASE LET US KNOW IF YOUR CHILD HAS A COMMUNICABLE DISEASE OR INFESTATION SO WE CAN NOTIFY OTHER PARENTS AND THE HEALTH DEPARTMENT IF NECESSARY.** The day a communicable illness or parasite is discovered in our facility, we will inform the parents. An individual notification will be placed in the mailbox of each child who has been exposed. The name of the ill child or staff person will remain confidential.

### **Medications**

Personnel at the Children's School are able to dispense **only** maintenance medications (e.g. asthma, Ritalin) and emergency medications for allergies and/ or breathing, and then only with a doctor's note and specific instructions. Non-maintenance medication such as antibiotics and Tylenol must be administered by parents. The school will keep accurate records of maintenance medications and emergency medicines given and will store said medications where they are inaccessible to children. One staff member (supervising teacher), or two for children attending all day, will be responsible to dispense maintenance and emergency medication.

### **Use of Movies and Video or Computer Games**

Very infrequently, videos may be used in our classrooms. Most of those videos will be educational and no video with a rating of PG or above will be used without parents specific permission.

When computers are used, children's times will be monitored to allow the child to be involved in other activities in the room. Educational games designed for preschool children, will be the only games used on our computers.

### **Supervision and Protection of Children**

We insure that all children are adequately supervised. Our supervision includes maintaining at least minimum child to care giver ratios. The director will ensure that the ratios are adjusted to maintain the levels of supervision and care according to at least the charts on page 8.

We maintain supervision by making sure we can see and hear all children in our care. (We only care for children who are not yet in school.)

During nap / rest time, our center may double our ratios for children. In the case that we choose to do so, though not the norm, we will not do so for more than 2 hours daily. In the 2 year old class this would be from 11:30 to 1:30 and for older children it would be from 12:15 to 1:45. There will always be a teacher in the room who can see and hear the children. Telephones are available in every classroom so teachers can call for help.

Since our restrooms are in the classroom, use will not affect our ratios. Teachers will be alert to the needs and actions of children using the restroom assuring for safety and for proper hygiene.

During mixed group activities there will be enough teachers to meet ratios and every child will have at least one teacher whom he/she knows present.

On the playground we will maintain appropriate ratios. Teachers will remain vigilant on the playground, interacting with children and not each others. Teachers will position themselves so they are near any climbing or other potentially dangerous equipment and so all areas of the play ground can be seen by a teacher.

During off-site activities adult child rations will be maintained and every effort will be made to increase the number of adults. Teachers will be given specific children to be responsible for. Children will be counted to assure that all are present at all times.

### **Procedures to Account for Each Child's Attendance and Whereabouts**

Parents in our extended day are responsible to check children in to the school on the computer and by signing in on a form in the children's classrooms. Fixed hour parents will just sign in. Teachers will check the list to assure that all children present are signed in. If a child is not signed in the teacher will circle that child on the list and remind the parent of the importance of always signing in and out.

Supervising teachers and lead teachers are responsible to always know the number of children in attendance in their classes Teacher will check the number of children against the number signed in regularly.

Teachers will count children at the following times:

Before leaving the room

When returning to the room

Periodically throughout the day

Periodically on the playground, a walk or field trip

Any time the group is away from the school on a field trip or walk, children will be assigned to specific adults who will be responsible for their assigned group of children.

If a teachers suspects that a child is missing, the director and all other available adults will be contacted immediately and a quick search will be made. If the children cannot be located within 5 minutes, campus police will be notified. The child's parents will be told of any incidence where children are separated from the group.

### **Transportation of Children**

The Children's School does not transport children to and from school. We do use Weber State and public busses for field trips. Field trip permission is required before children are transported. When you sign your child in for the day, you give permission for a spontaneous walk or campus bus ride that day.

### **Releasing Children to Authorized Individuals Only**

A child's parents or legal guardians are the only people whom a child can be released to without written permission. The most common form of permission to release a child to any another person is to list that person on the child's emergency card. Also, when a parent knows in advance that someone not

listed on the emergency card will be picking their child up, the parent can leave a written and signed note giving permission for that day. Emergency authorization can be given over the phone if the teacher or director can assure that they are talking to the child's parents by asking questions about facts listed on the emergency card.

Any person who is authorized to pick up a child must show valid identification such as a driver's licence.

A parent is responsible to show proof that the child's other parent is not allowed by law to pick up their child. Otherwise, the Children's School will release the child to a parent.

## **Confidentiality and Release of Information**

We do everything possible to protect the confidence of parents who leave children in our care. Information concerning a child will only be discussed with that child's parents. Any information the Children's School has regarding a child will be released to a third party only with written permission from the child's parents or legal guardian.

## **Parking**

Hang tags allow you to park long enough to drop your child off or pick your child up and have a 30 minute limit. If you need a permit to stay longer, contact the secretary **two days** in advance and she will arrange to have one ready for you. It can be picked up at the information booth on the day of your visit. If you plan to stay on a regular basis, parking is available at the Dee Events Center where there are shuttle buses available.

## **Refunds and Payment For Children Not Completing A Semester**

All deposits are non-refundable, regardless of attendance or parental notification of a decision not to attend when the family withdraws from the Children's School. If it is the school's decision not to have a child continue to attend, any money that has been paid for services not rendered will be refunded in full.

Parents will not be responsible for payment of fees for any full weeks after they give formal notice of their intention to discontinue attendance. However, they will be responsible for any weeks prior to that notification. If the parents have pre-paid, an appropriate refund will be issued.

## **Termination of Children From the Children's School**

The Melba S. Lehner Children's School does not discriminate based on gender, handicap, race, color, ethnic origin, sect or religion. Every effort will be made to retain a child in the program, as long as his/her parents choose, if the following conditions are met:

2. Children in the Extended Hours program must have parents who are currently university students, faculty or staff.
2. Parents remain current in the payment of their fees.
3. Parents adhere to their contract including completion of the parent program requirements in a timely manner.
4. Children have not yet reached Kindergarten age. (If children are of Kindergarten age but will delay entrance into Kindergarten and both the parents and teaching staff agree that an additional year at the Children's School will be an advantage for the child,

an exception can be made.)

However, the Children's School maintains the right to exclude any child who may present a danger to his or herself, other children or the staff through continuing at the school. The teaching staff will make every effort to identify potential problems and help the parents find appropriate help before the child becomes a risk. Parents will be informed of the decision to exclude their child from attendance and can appeal that decision with the following people:

Chairperson and/or Early Childhood Committee of the Department of Child and Family Studies.

The Dean of the Jerry and Vickie Moyes College of Education.

The general administration of Weber State University.

Any parent whose child is removed from the school will be given a copy of this policy.

### **Grievances**

If a parent has a grievance with the school they can make an appointment with any combination of the following people without fear of recrimination:

1. The Children's School Director
2. Any staff member involved in the grievance
3. The Chairperson of Child and Family Studies Department

This appointment will be made at a time the parent can attend and within one working day if everybody needed is available. Every attempt will be made to come to a satisfactory resolution of the problem. However, if the parent is not satisfied with the outcome they can appeal to:

The Dean of the Jerry and Vickie Moyes College of Education

The general administration of Weber State University

All parents in the school should have a copy of this policy when their child is enrolled.



### **Tuition and Fees**

All fees are to be paid by check to the Children's School or by cash or credit card to the WSU cashier's office. Current fees are specified on the Parent Contract for the respective programs of the Children's School.

All payments are to be put on a ledger sheet and the computer by the secretary. Checks, along with the ledger sheet are to be taken to the cashier's office for verification and deposit into the Children's School account.

There is no fee exemption for participation in the programs of the Children's School.

### **Funding and Budgets**

Funding for the Children's School programs is received through a variety of channels. Five general categories identify the funding sources:

1. Children's School Budget: Program tuition and fees (Fixed-Hour and Extended Day)
2. U.S.D.A. funding through the Child Nutrition Program
3. Student Fees
4. Child and Family Studies Department
5. Other. . . grants, gifts, etc.

Moneys generated and budgeted for the Children's School will be utilized in the following way:

1. Tuition and fees
  - a. Salaries: Supervising Teachers (Autumn and Spring semester)
  - b. Benefits (Autumn and Spring semester)
  - c. Travel (field trips and conferences)
  - d. Current Expense: supplies and equipment (Autumn and Spring)
  - e. Capital Outlay
  - f. Overhead
2. U.S.D.A.
  - a. Drawing accounts: Winder Dairy, Sysco Foods and Macey's
  - b. Cook assistant salary
3. WSU Associated Students:
  - a. Salaries: Supervising Teachers
  - b. Benefits
4. Child and Family Studies Department
  - a. Salaries: Director, Secretary and one teacher
5. Grants, Gifts, etc.
  - a. As specified in the gift or grant

The Children's School budget should be established during the fall of the preceding year in coordination with the Department Chairperson and the Student Fees Committee. The proposed budget should be sent to the Dean of the Jerry and Vicki Moyes College of Education for approval. Budget preparation should include realistic projections of revenue and expenditures as calculated from the above categories.

Sample budget projections are on file in the Children's School Director's office.

**Allocation of Space**

Five labs are utilized for indoor classrooms which open onto a landscaped outdoor classroom which provides space for large motor activities and appropriate outdoor behavior.

Room arrangements should be such as to facilitate observations from the booth without obstructed vision of learning centers.

The kitchen area is reserved for preparation of food for the various programs. It is not to be used as a study area during regular school hours.

Office space is provided for Children's School staff and a conferencing room(107-B) is available for parent conferences and isolation of ill children.



## **USE OF FACILITIES**

### **Outdoor Classroom**

The fixed-hour and extended day preschool outdoor classroom area, consisting of large grassy play areas, fruit trees, forested area, storage shed and various outdoor equipment, is reserved for use by the Children's School to meet curriculum goals. Children and local residents not associated with the Children's School program are not allowed use of the outdoor area.

The extended day toddler outdoor classroom area, consisting of a grassy play area, shade trees and a covered concrete surface. is reserved for use by the Children's School to meet curriculum goals. Children and local residents not associated with the Children's School program are not allowed use of the outdoor area.

Any use of the outdoor facilities for workshops, meetings, child care or other purpose not directly associated with the Children's School program must be coordinated through the Children's School Director.

### **Indoor Classroom**

The five indoor labs are reserved for Children's School use during regular operating hours of the University and for special evening activities.

Any use of the indoor labs for workshops, meetings, child care or other purpose not directly associated with the Children's School program must be coordinated through the Children's School Director.

### **Observation Booths**

Observation booths are available for use by students, faculty, staff and parents for observation of the Children's School program. These areas can be used for study of children and teachers as they interact within the classroom, research, video taping or other directed observation as assigned by university personnel.

Appropriate observation booth behavior is posted in each booth. Due to the sensitivity of the one way screen in the booth, it is necessary to maintain a quiet behavior in the booth. Talking and laughing can be easily heard by the children and often disrupts the classroom setting.

The booths are also used to store large pieces of equipment(indoor climbers, mats, work benches, trough supplies, dramatic play boxes and other items), which are utilized in the classrooms on a regular basis.

The daily schedule as well as a weekly lesson plan with learning objectives and strategies will be posted near the observation booth door.

Children in the labs should wear tags with their first name and age or birth date for easy identification by observers.

### **Advertisement**

By January or February, a news release should be sent to the Standard Examiner and the Signpost describing the Children's School programs and announcing the dates for application to the programs for the following school year.

By February 19, dates for application for the Fixed-Hour Program will be advertised in the Standard Examiner and a WSU students, faculty and staff will be notified by GroupWise.

Throughout the year, the director of the Children's School should make available news worthy information to the local and campus press. Articles reporting special projects or activities in the school are news worthy.



MELBA S. LEHNER CHILDREN'S SCHOOL -WSU

Revised 2009

CLASSROOM LIMITS

The overall goal of guidance and limits in our school is to help children become self-governed individuals who can make appropriate decisions about their own behavior.

Discipline within a classroom is more a way of living than a list of rules. However, it often helps to have a general framework from which to work, as well as a few specifics from which to build. The general limits set the boundaries of acceptable behavior in our classroom. The specific limits should give the teacher, participant or parent an idea of some of our expectations and goals.

Please feel free to use your judgment when a specific rule is not available. This lab is designed to provide a learning environment for all--children and adults. However, please remember, teachers are models for children. Limits also apply to them.

CHILDREN LEARN AND GROW IN A SAFE AND ORDERLY ENVIRONMENT.

I. General

- A. No child will be allowed to hurt another child or adult.
- B. No child will be allowed to hurt himself or place himself in unsafe circumstances.
- C. No child will be allowed to destroy property.
- D. No child may infringe upon the rights of others - this includes but is not limited to bullying.

II. Specific

A. Block Area

1. Blocks are for building, not for throwing or dropping
2. Children should build only as high as their heads.
3. After checking to see that no one is in the way, a child can knock down his own structure, but not a structure built by others.
4. A child can stand on two or sit on three blocks.
5. Shoes and stockings should stay on, particularly in hazardous areas (block area, outside, etc.), unless directed by the teacher.

B. Large Motor

1. The child must do his/her own large motor activity.
2. Children should follow prescribed traffic patterns.
3. Teachers will supervise the number of children allowed on large motor equipment.

C. Art Area

1. Children will wear aprons for messy work.
2. One paint brush per color paint, when painting.

D. Housekeeping Area

1. No real water, play dough, silly putty or other mediums in the housekeeping area, unless directed by the teacher as part of a planned activity.
2. Hang up clothes and keep area neat.

E. Manipulative Area

1. Return puzzles and other manipulative toys to shelves after completing work.

2. Puzzles and other manipulative toys should stay in the manipulative area, unless otherwise directed by the teacher.
- F. Water Table
1. Contents of the table should stay inside the table.
  2. No splashing or throwing content.
- G. Circle
1. Children will listen quietly at circle
  2. Children will choose a place to sit at the circle and stay there.
  3. Children will not be allowed to infringe on the right of other children to enjoy circle by speaking out of turn, touching their neighbors or being disruptive in other ways..
- H. Clean-up Time, Snack and Hygiene
1. Everyone helps with clean-up.
  2. Children and adults should wash their hands upon arrival, after using toilet or blowing nose, before using sand and water table, prior to snack and lunch, etc.
  3. Snacks and lunch must be consumed at the table, not eaten elsewhere in the room.
  4. A child should not sit on tables or stand on chairs.
  5. Each child must flush the toilet after using it.
- I. Outdoor Limits
1. Teachers should supervise the distribution of toys from and to the shed. Children are not allowed inside the shed.
  2. Children must help put outside toys away, by returning them to the shed.
  3. Tricycles stay on the sidewalk in the upper playground area. No riding down the hills.
  4. Flowers and fruit should be picked only with the teacher's supervision. Children are not allowed to climb trees.
  5. Children may go outdoors or come inside only when accompanied by a teacher.
  6. Sand remains in the sand area. The sand area at the bottom of the metal slide is not to be considered an area for digging. The sole purpose of this sand is to provide a safe landing area for the slide.
  7. Children should be encouraged to swing by themselves. If a child cannot pump him/herself, help him/her learn, rather than continuing to push.
  8. Children must be properly dressed for the weather when going outside. In cold weather, coats must be fastened, hats and mittens on.
  9. The use of strollers and lawnmowers will be limited to sidewalks & grassy areas.
  10. Specified slides on the Big Toy can be used for climbing up. Other slides are for sliding down. Up slides should be marked with arrows.

11. Children must follow specified traffic patterns for tubing. Tubing will be limited to long hill west of the climber.



The food program in the Children's School should serve as a model for children, parents, teachers and other agencies.

Food experiences should be considered as they relate to social, emotional, physical, intellectual and moral development.

Research indicates that children in our society are eating too many sweets and non-nutritious foods. Therefore:

Menus should be carefully evaluated for nutrient content and approved by the Child and Adult Nutrition Program.

Cooks should attend yearly USDA training.

The Children's School food program should provide over 1/3 of the daily requirements of children enrolled half-time and 1/2 of the daily requirements of children enrolled three quarter and full-time. Copies of menus and snacks served at school should be posted at the entrance of each classroom so parents can fill the remainder of the requirements at home, if needed.

Snacks in the Children's School need to be nutritious. Foods with high sugar content should be avoided. Fruits, vegetables and small sandwiches are appropriate.

Children should:

be introduced to a wide variety of foods. This is a prime time, for children are more accepting at this stage. Taste buds are not mature and their food patterns are not so rigid.

have good models for healthy food attitudes and patterns.

have as many experiences as possible preparing food items.

have the opportunity to grow food in the garden, when weather permits, and prepare the food for lunch or snack time.

be served foods that have been prepared with consideration for attractiveness, color, texture and taste.

have the opportunity to set tables for eating and clear tables after eating.

have the opportunity to sit and eat at tables that are neat and attractive in an atmosphere of social acceptance.

help with food preparation when the opportunity and sanitation laws permit.

be introduced to new foods at circle time or have them as part of the science experience.



The health and safety of children and adults participating in the Children's School programs is of prime concern. In order to educate those involved and to avoid possible contamination the following statement and guidelines will be made available to all participants in the Children's School programs.

**STATEMENT:**

The Melba S. Lehner Children's School supports the health and sanitation guidelines and regulations as explained in the Food Service Sanitation Manual and in the Food Service Sanitation Regulations handbook made available through the Weber-Morgan Health Department.

**GUIDELINES**

**Food**

“Food, if mishandled, can become contaminated with filth, pathogenic microorganisms and toxic chemicals from a number of sources. Therefore, food protection measures are designed to protect food from being contaminated at all times within the establishment and during transportation. These measures are also intended to prevent the rapid and progressive growth of disease-causing organisms that are naturally present in foods as well as those introduced through incidental contamination in the operation of a food service establishment.

Proper food protection measures should include:

- 1 Application of good sanitation practices in the handling of food
- 2 Strict observation of personal hygiene
- 3 Keeping potentially hazardous food refrigerated or heated to temperatures that minimize the growth of pathogenic microorganisms”

(Food

Service Sanitation Regulations, pg 6)

- A. Dairy products (milk, butter, cheese) need to be handled correctly
  1. Do not pour unused milk back into original container. To avoid unnecessary waste of milk, only fill milk pitchers half full.
  2. Dairy products should be refrigerated to avoid spoilage. Snack or lunch items containing dairy products should not be left on counter top longer than one hour while waiting to be served.  
\*\* If in doubt, refrigerate.
- B. Snack or lunch foods should be covered with plastic wrap to avoid contamination unless such items will be served immediately. This is especially important in the Children's School kitchen where so many people pass through this food preparation area.
- C. When serving food or when allowing children to serve themselves, use utensils and have children use utensils rather than touching food with fingers.
- D. Left over food items should be refrigerated or stored immediately. Refrigerated food items should be used within 4 days.
- E. Frozen foods can be **re-frozen only once** to protect food quality, as suggested by the Utah State University Extension Service.

**Sanitation**

One of the best ways to avoid contamination is to wash hands:

1. Upon initial entry into to classroom.
2. Before and after food activities.
3. Before and after sensory table activities.
4. Before setting the table.
5. After using the toilet.
6. After blowing nose.

Food preparation and eating areas should be sanitized before and after any food activity or preparation

### **Utensils and Equipment**

“Cleaned and sanitized equipment and utensils shall be handled in a way that protects them from contamination. Spoons, knives, and forks shall be touched only by their handles. Cups, glasses, bowls, plates and similar items shall be handled without contact with inside surfaces or surfaces that contact the user’s mouth.”

“Glasses and cups shall be stored and inverted. Direct storage on toweling or paper is prohibited. Other stored utensils shall be covered or inverted whenever practical. Facilities for the storage of knives, forks and spoons shall be designed and used to present the handle to the employee or consumer . . . . All unused pre-set tableware will be collected for washing and sanitizing immediately after customer meal period.”

(Food Service Sanitation Regulations, pg 28)

### **Summary**

The above stated guidelines are meant to educate those participating in the Children’s School programs and to ensure health and safety of children and adults. Remember:

1. Handle food properly, keeping it covered and /or refrigerated.
2. Wash hands and sanitize tables before and after food activities.
3. Handle utensils and equipment properly, touching utensil handles only and surfaces that will not contact the user’s mouth.

Additional information related to health and sanitation can be acquired by referring to the Food Service Sanitation Manual and the Food Service Sanitation Regulations handbook. Copies of these booklets are on file with the Children’s School director.



Our three to five year old classrooms are not equipped to care for children who are not toilet trained. It is expected that children in those rooms will be toilet trained unless the child has a diagnosed special need. Children who are not toilet trained and do not have a special need will not be permitted to attend our school.

Diapering will be done on changing tables only, except in the case of a special needs child in our older classrooms. In that case diapering will be done in the toileting area on disposable paper. Arrangements will be made in the case of a child who needs this special attention to assure that there is a proper place to dispose of diapers, etc.

Proper diapering procedures will be posted in all diaper changing areas and followed by responsible care givers.

Diapering sinks and food preparation sinks will not be used interchangeably.



WEBER STATE UNIVERSITY  
MELBA LEHNER CHILDREN'S SCHOOL

Intervention Project Request Form

Rationale: An intervention project policy for the Children's School has been initiated to insure the protection of children and as a means of maintaining naturalistic behavior. A minimum of one hour must be spent in the classroom by each person participating in the project to learn children's names, classroom procedures and schedules, prior to the intervention.

Title of Project: \_\_\_\_\_

Proposed Date(s): \_\_\_\_\_

Purpose and Objectives:

Person in Charge: \_\_\_\_\_

Phone: \_\_\_\_\_

Other persons involved:

Estimated amount of time required to complete project:

Equipment or materials needed:

Provided by Children's School:

Provided by project participants:

PROJECT APPROVAL

Requesting person \_\_\_\_\_ Date \_\_\_\_\_

Supervising Teacher \_\_\_\_\_  
Date \_\_\_\_\_

Children's School Director \_\_\_\_\_ Date \_\_\_\_\_

Job Description - Director

Appendix - E

Position Title: DIRECTOR/CHILDREN'S SCHOOL

Department: CHILD & FAMILY STUDIES

Job Grade: 5

**Position Purpose**

Oversee the implementation of a model Early Childhood program for the following purposes:

1. Training of university students in the Department of Child and Family Studies Early Childhood Programs.
2. Training of other university students working with young children and their families.
3. Providing services to university students, faculty and staff and their children.
4. Demonstrating appropriate practices in Early Childhood Education to the university, the community and the state.

**Duties and Responsibilities**

Coordinate the needs of the Child and Family Studies Department, College of  
1 Education and university students with the needs of teachers, children, and parents in the Children's School.

2 Provide teachers, staff, and university students with leadership and training.

3 Provide direct training to student teachers via a student teaching seminar, video taping, observation and consultation with supervising teachers.

4 Prepare, submit and oversee 3 budgets totaling approximately \$112,000. This includes writing yearly grants for Child Care Food programs and presenting budget requests to student fees committee.

5 Modeling in the classroom, implementing the parent education program, and providing parent conferencing.

6 Represent the university, college, department and children's school in early childhood committees and issues at the local and state levels.

71 Hire and retain qualified staff.

### **Budgetary Responsibilities**

- 1 Day Care Center
- 2 Day Care Center (Student Fees)
- 3 Child Care Food

### **Supervisory Responsibilities**

Children's School Head Teachers

Children's School Secretary

Children's School Cook

Children's School Cook's Assistant

Children's School Teacher Assistants

Children's School Student Teachers (unpaid students filling positions that would be staff positions in private child care)

### **Context and Environment**

Responsible for initial orientations, quarterly staff training, staff meetings (3 per quarter), yearly performance building reports and additional individual conferencing

1. as needed. Teachers do extensive self evaluation and goal setting and help them prioritize and evaluate. Direct teachers in the selection of goals that you feel need to be worked on, if they do not select that area.

The department of Child and Family Studies Chair reviews the individuals work and the goals that the individual will set yearly through a performance building report.

2. She/He is also available for consultation as needed. The individual will attend Department faculty meeting, as well, and receive memos and other communications on a regular basis with general department instructions.

Advisement of University Early Childhood majors - infrequently at the present.

3. Interviewing and placing potential Student Teachers - quarterly Conferencing with parents - informally daily -- formally upon request

4. Budgets and fee increases Hiring

5. How budget is spent - purchase requisitions for supplies and equipment. Goals of school Staff and student teacher assignments

Child and Family Studies Department Committee Curriculum committee Early Childhood Committee Child and Family Studies Advisory Board Early

6. childhood/elementary committee this committee is currently inactive Utah Inter Institutional Early Childhood Committee Career Development committee for Office Of Child Care Early Childhood Textbook committee

Student Fee Committee - procurement of student fees. Faculty of Child and Family

7. Studies and Teacher Education Departments - coordination of academic and children's school needs.

Early Childhood faculty and staff members for other colleges and universities in the state, monthly. Office of child care committee meetings (members include

8. representatives from state human services departments, other universities, ecumenical groups interested in children, etc.)

Trying to balance the needs of children, parents, student teachers and staff. When a parent's child is involved, they are understandably concerned when they see something they feel is not completely perfect for their child. University students, on the other hand need to experiment and even try things that might not do - and

9. encourage their experimentation when the safety and well being of children are not at stake. Need parent participation. Lack of participation means loss of the child's position in the school. Another complex problem that arises when teachers need help to improve their teaching strategies but do not recognize a need for that help. The task is to remedy the problem and help the teacher continue to feel self-confident and capable.

### **Minimum Qualifications**

1. MS Early Childhood or Child Development
2. Work with children and families in and early childhood education setting - minimum 3 years Budget and purchasing experience - 1 year Supervisory experience 1 year

Job Description - Supervising Teacher  
Appendix - F

Position Title: Supervising Teacher

Department: Child & Family Studies

Job Grade: 3

### **Position Purpose**

The main purpose for the position of Supervising Teacher is to provide an early childhood program for training student teachers. In order to provide this experience for the students there needs to be a model school which demonstrates appropriate practice and provides quality for the University and community.

### **Duties and Responsibilities**

- 1 Supervise student teachers and other university students in their laboratory experiences.
- 2 Run a model school which demonstrates appropriate Early Childhood practices for University students and children.
- 3 Assess, plan and implement programs, instruction and curriculum for University students and a group of young children.
- 4 Implement programs and instruction for families enrolled in our lab school.
- 5 Interact with faculty to build instructional programs and to better prepare students for employment.
- 6 Generates new practices and strategies which incorporate current knowledge and theories as taught in the University classroom.
- 7 Work with community schools to provide a model setting for them through workshops, open houses, etc.
- 8 Meet with faculty annually and biannually to help implement programs and theories.

### **Supervisory Responsibilities**

Child and Families/Early Childhood Lab Students

Student teachers

Children

### **Context and Environment**

Student Teachers: Using the tools created assessments are made. Oral and written feedback received daily while advising students on how to improve their teaching performance. Meet together with student teachers 3 times a week. Written midterm and final evaluations which determines their grades. Set goals with each student which, will keep them on track to develop finer teaching skills. Prepare them to meet the challenge of future employment. Make the decision that determines whether they are in the right occupation and can be a successful teacher. Lab Students: Most classes

1. in the Early Childhood program are required to spend a lab time in the children's school. Help students to understand what is being taught and how to implement practices and skills into specific activities. Pre-approve activities and assignments that need to be performed in the classroom. Written and oral evaluation of specific areas they need to work on each week. Practicum Students: Students from other departments on campus adds to our responsibilities. Daily feedback on interacting and implementing developmentally appropriate early childhood practices. Increases the number of students that are needed to keep track of as well as takes time and energy.

2. With emphasis on self-evaluation and self-selection of goals, create a plan to help meet the objectives. Yearly a performance building report with the director. Three times a quarter meet as a staff to review and collaborate upon goals set. Evaluate situations that arise for consultation, planning and decision making.

3. Parents: Individual conferences where advice and guidance is given on the concepts of being taught in the classroom as well as in parenting courses. Enforcing the rule that parents must participate in our parenting program. Collect parent assignments and give suggestions for bettering their parenting skills. This program is so important that parents are not allowed to enroll their child without participating and completing our program. Correspond with the parents through the use of weekly newsletters, written plans, individual memos and personal contact. Community Supply information and advice to the community. Assistance to improve community centers and to enhance their understanding of early childhood issues. Faculty: Respond to faculty member's inquiries about situations and practices observed by their University students. Attend classrooms to defend practices and help students and faculties better understand what has been observed from an observation booth. Discuss all aspects of the teaching styles and skills in the professor's University courses.

4. Recommend changes and improvements in early childhood education curriculum and practices to the faculty and community. Participate on a hiring board for positions in the Children's School. Deciding what kind of equipment to purchase for the School. Provide information to the community through workshops, seminars, consultations, and conferences.

1. Determine whether a student is capable of being a successful teacher.
2. Determining what curriculum will be implemented in the Children's School. This school models the highest quality of education for young children.
3. Create an environment that is safe, enhances children's self esteem and builds problems solving skills.

6. N/A

7. Biannually attend a retreat with the faculty for the Department of Child and Family Studies to collaborate goals and ideas for the program. Provide feedback on research implemented in the Children's School. Meet with the School of Education to keep informed of the direction of the college visions, strategies, and goals.

1. Meet with other professionals in the field 1 or 2 times a year to share concepts and ideas that will benefit education.
2. Participate in the week of Young Child annually and invite community schools to participate.
3. Open doors to those who want to see a model school and program formally and informally answering questions and providing information.

1. The most difficult problem in our job is wearing many different hats.
2. The ability to relate to both young children and University student puts a great amount of complexity in the jobs.
3. Emotional energy is used while interacting with people who have individual problems and concerns.
4. Off hours are commonly used as research and consultation.

10 Health Hazards, Observation Booth, Legal, Stress Physical Stress, Emotional Stress

11 Two nights for meetings at the start of school.

### **Minimum Qualifications**

1. Bachelors in Early Childhood, Child Development or the equivalent.
2. 1 year working with children and families. Supervisory experience would be helpful.

3. NCATE (College of Education Accreditation) NAEYC (Lab School Accreditation) Professional In service hours. First Aid/CPR/Food Handlers Permit. Meet all requirements for state licensing although our center is license exempt.





Position Title - Teacher Assistant  
Department- Child and Family Studies  
Job Grade- Student Employment

**Position Purpose**

The main purpose of the position of assistant teacher is to assist the teachers at times when there are not a sufficient number of student teachers to adequately care for children. The Teacher assistant may at times have primary responsibility for the children of a given group in the absence of the supervising teacher. Normally teacher assistants are required to cover early morning and nap time hours. Other times may be necessary due to absences of supervising teachers or student teachers and/or a low number of student teachers for any given semester.

**Duties and responsibilities**

1. Provide primary care for children in an assigned group. At all times the care of the children in the group takes priority over any other assignment that might be given. Primary care includes accountability for all children, supervision, nurturing, discipline, teaching and caring for the children. At nap time it also includes helping children achieve a state of relaxation and sleep.
2. Assist the supervising teachers in gathering, preparing and/or caring for equipment and curriculum materials in the school.

**Minimum Qualifications**

Must be at least 18 years of age and be a student of Weber State University.

Must meet all state licencing criteria including B.C.I. check, Food Handlers Permit, Health screening, TB Test and all other requirements.



Perform general and specific secretarial and accounting duties for the Children's School.

**Major Duties:**

1. Responsible for record keeping
  - Maintain computer program
  - Weekly menus for food program
  - Meal count and reports monthly for USDA child nutrition program post payments made by clients for child care and take report to cashier
  - Maintain deposit record log
  - weekly billing of all day care accounts
  - Respond to parents about current balance due amounts
  - Collect overdue accounts for child care and preschool
  - Receipts for clients upon request
  - Yearly tax statements for clients
2.
  - Acts as a representative of the school in dealing with university personnel and general public
  - Knowledgeable of children's school programs: Toddler child care, Child care and Pre-school in order to give information
  - Maintain all class lists and labels for these classes
  - Answer telephone calls and respond directly to many questions about our program
  - Greet persons coming into the office and meet their needs
  - Assist the director in setting appointments, payroll action requests, maintain electronic systems, ordering supplies,
3.
  - Maintain timekeeping system for all hourly employees
- Monthly reporting of sick and vacation leave used for the cook and the secretary.
4.
  - General duties such as:
    - correspondence for director, supervising teachers,
    - Correspondence on own initiative on routine matters
    - PAR's for children's school staff
    - Copy material as requested
    - Maintain files and records
    - Order and stores supplies
    - Get mail from upstairs and distribute to children's school personnel
    - Answer telephone and receive visitors
    - Maintain waiting list for child care
    - Pre-school program – applications, acceptance, forms
    - Organize and distribute parent education materials for the children's school parents

- Parking permits
- Contracts
- Student teachers –letters for interview, acceptance and evaluations by supervising teacher. List for each quarter at the beginning for all teachers.

Functions under the administration of the Children's School Director



**GENERAL FUNCTION**

Preparation of breakfast, lunch and snack for approximately 82 children and teachers in the Melba S. Lehner Children's school; supervision of student help; grocery shopping; daily maintenance of equipment and supplies in the kitchen; selection of weekly menus; record keeping for the USDA food program.

**REPRESENTATIVE MAJOR DUTIES**

1. Select menus to be used for the week, purchase groceries and prepare meals for 82 children and adults per day in the Melba S. Lehner Children's School.
2. Supervise the cook assistant.
3. Maintain the equipment and supplies in the kitchen to ensure an orderly and healthy kitchen.
4. Keep the kitchen within the requirements of the Weber-Morgan Health Department who is responsible for regular inspections.
5. Keep record of quantities and types of food prepared for the USDA food program.

**SUPERVISION GIVEN**

Provide direct supervision of student help in the kitchen.

**SUPERVISION RECEIVED**

Functions under the administrative direction of the Children's School Director.

**EDUCATION**

High school or equivalent.

**EQUIVALENT**

Previous experience in food preparation for large groups and/or record keeping for government food programs is desirable.

**TESTS**

Current Physical Examination and Food Handler's Permit.

## EMERGENCY EXIT OF BUILDING

In the case that the building must be evacuated, each group will exit the building following their primary evacuation route. Secondary evacuation routes will be used when primary routes are blocked or otherwise determined to be unsafe.

Evacuation routes are inserted on the next page in hard copy versions of the policy manual. They are also posted in each classroom.



MELBA S. LEHNER CHILDREN'S SCHOOL

Fire evacuation should be practiced monthly in all classes.

1. Get sign-in/out sheets from the wall to help determine which children are present.
2. Evacuate immediately using primary evacuation route. Stay close to the walls when exiting in hallways where other university members will be. If primary route is blocked use secondary route. A count of the number of children should be taken as they evacuate. Move to predetermined meeting spot:
  - Room 105 inside north entrance to Elizabeth Hall
  - Room 108 B inside west entrance to Elizabeth Hall
  - Room 106 B inside second east entrance to Watis Building
  - Rooms 109 and 110 inside first east entrance to Watis Building
3. One teacher should be the last person out of the classroom. He/she should do a visual check to be certain everyone is out. Remember, frightened children might hide.
4. Once the evacuation is complete, the sign in/out sheet should be used to ensure that all of the children are accounted for.
5. Once it is determined that the building cannot be reentered, determine whether we should stay at these locations, all assemble in Elizabeth Hall, or proceed to the gallery of the student union building. In the case that the gallery is not available we will then move to Lampros Hall. (See building evacuation plans)

(Rev. February 2009)



MELBA S. LEHNER CHILDREN'S SCHOOL

Serious medical emergencies include: an unconscious child, uncontrolled bleeding, extensive burns, compound fractures, fractures of the neck or back, prolonged convulsions, drowning and any condition which causes severe difficulty in breathing.

1. Have qualified person administer first-aid.
2. Do not leave the child unattended. Summon assistance.
3. Have another teacher move other children to safe area away from view of the problem.
4. Call 9-911 and report child's condition and give information requested (pull child's emergency card).
5. Identify location WSU EDUCATION BUILDING on EDVALSON  
We are across from the Catholic Newman Center and just up from the LDS Institute.
6. Identify the child by name and age.
7. After call is finished (never hang up until they tell you to), telephone parents or emergency alternative. If neither is available contact family's physician and give a realistic assessment of the child's condition. Remember, parents have given permission to have emergency treatment on the emergency card. If the parents have no preference for hospitals, the child will be transported to McKay-Dee because it is closest.
8. Provide paramedics with the child's name, age, parents' name and phone. (emergency card)
9. A center staff member the child knows and is comfortable with should accompany the child to the hospital and stay with the child until the parent arrives.
10. Another staff member should be assigned the responsibility of contacting the parent if that contact has not already been made.

(Rev. April 2005)

EARTHQUAKE PLAN  
MELBA S. LEHNER CHILDREN'S SCHOOL

Earthquake drills should be practiced each month by all rooms.

1. When teachers feel an earthquake, they and the children should immediately get under tables together. Teachers should get at least their head and shoulders under the table and if possible their whole bodies. The children and teachers should hold on to the legs of the table. Children should be instructed to move with the table if it moves. If there are not enough tables, door jams can be used for teachers. Avoid holding on where your fingers could be pinched by the door.
2. If the class is outdoors when the earthquake hits, immediately take the children to a lawn area where there will not be falling debris (bottom half of playground) or get under playground equipment that could provide some protection. When there is a break in the quake, count children to make sure all are present.
3. If the quake is sufficient to have concern about the building's safety, evacuate the building then wait for further instructions:
  - a. Get sign-in/out sheets from the wall to help determine which children are present.
  - b. Get emergency bag from classroom. Count children to be sure all are there and verify that each child signed in is with you.
  - c. Using primary or secondary escape routes as designated for fires and take the children in an orderly manner to an area where there will not be falling debris - first choice the lawn area west of Elizabeth Hall. If there is still a lot of movement on campus and the children are in danger of being trampled, go to fenced playground area.
  - d. Check again to be sure all children who are present are accounted for using sign-in/out sheets.
  - e. Remain where you are wait for instructions. If instructions do not come in a reasonable amount of time or if the weather is bad, have a teacher or other adult check out our evacuation destinations (Elizabeth Hall, The Gallery of the Union Building and Lampros Hall and determine the best place to go to.) In the event none are possible, we will evaluate the situation and go from there. (See building evacuation plans)
  - f. Since after quakes are likely, teachers must use the time between tremors to assess and plan next moves.

(Rev. February 2009)

Building Evacuation or Bomb Threat  
Melba S. Lehner Children's School

If a building evacuation or bomb threat is signaled the following procedures should be followed:

1. Get sign-in/out sheets from wall to determine which children are present.
2. Get emergency bag from classroom. Count children using emergency lists to be sure all are accounted for. Post evacuation signs on classroom doors. Secretary will post evacuation sign on outside doors.
3. Use primary escape routes and evacuate the building as quickly as possible.
4. Take children to the lawn and sidewalk outside of the Elizabeth Hall, and wait for instructions.
5. If it is determined that (1) Elizabeth Hall, (2) the Gallery in the Union Building and/or (3) Lampros Hall are safe, proceed there and begin calling parents. (See building evacuation plans)

(Rev. February 2009)

### **Power Failure**

In the case of a power failure, take children to the most well lit part of the center. Use emergency lanterns as needed.

Make contact with campus facilities and/or administration to determine estimated length of the failure. (Director or most senior supervising teacher).

Make a decision as to whether or not to close. (Director in consultation with teachers) If power will not be restored in time for food preparation, closure is recommended.

Designate teachers to be with children and those to make calls.

Begin calling parents or emergency contacts from emergency cards.

Implement activities that will keep children calm until power is restored or parents come.

Staff will stay until all children are gone.

### **Water Failure**

In case of water failure, fill as many containers as possible from sinks and restrooms in education building and other buildings as deemed prudent.

Make contact with campus facilities and/or administration to determine estimated length of the failure. (Director or most senior supervising teacher).

Make a decision as to whether or not to close. (Director in consultation with teachers) If water will not be restored in time for food preparation, or before the water gathered to flush toilets will run out, closure is recommended.

Designate teachers to be with children and those to make calls.

Begin calling parents or emergency contacts from emergency cards.

Implement activities that will keep children calm until power is restored or parents come.

Staff will stay until all children are gone.



Facilities personnel will be responsible to do this for the University.

(Rev. December 2006)

### **FLOODING/ PLUMBING FAILURE**

If flooding occurs:

Cease using all electrical equipment

Notify Campus police 626-6460

If necessary evacuate the building using evacuation procedures

### **Building Lock Down**

In the case that the building is locked down due to a threat from the outside:

Toddler classes will all move to room 109 - away from outside windows.

3-5 extended day will move to kitchen area where there are no windows.

Preschool will move to booth area away from the window.

Take emergency kits and listen to the radio for information. Use battery powered lanterns as needed.

Keep children calm by providing them with activities.

Contact campus police 626-6460 for further instructions.



In the event that it becomes necessary to evacuate our building, we will always take our emergency bags and water with us. They contain emergency cards for each child which have medical releases and contact information for each child. The bags also contain some food, radios, flashlights, emergency blankets, first aide kits etc.

Staff and children will all go to the Elizabeth Hall. Next option will be the gallery of the Union Building. If that is not possible we will go to Lampros Hall.

A prepared notice of this location in the emergency bags in each classroom to be placed on the classroom door. Two additional copies are located by the emergency cards by main desk. The secretary is responsible to place them on the two exits on the first floor of the education building.

Teachers, as always will be aware of the number of children in their classrooms. They will also take the sign in sheets from the wall to confirm who is present. All teachers will be responsible to count children in their classes both while waling to the relocation site and after arriving there.

Teachers will use primary exits and proceed to Elizabeth Hall. If that is not possible we will go to the Gallery next and Lampros Hall as our third alternative.

(Rev. Feb. 2009)



1. Fire

Children in 105, 106 and 108 evacuate to the East running their hands along the wall  
Meet in the following locations.

Room 105 inside north entrance to Elizabeth Hall

Room 108 B inside west entrance to Elizabeth Hall

Room 106 B inside second east entrance to Watis Building

Move into building two if the time is long, the weather is bad, or staying outside seems dangerous

What you can do:

Ask teachers if they need help- don't just assume and take a child's hand, etc.

Might be asked to help replace a teacher who goes to find a missing child

Most likely best help will be just being additional adults once evacuated

Room 109 and 110 (located across from the restrooms on the first floor evacuate through their playground and gather in the first east door of the Watis building.

What you can do:

Ask teachers if they need help- don't just assume and take a child's hand, etc.

Might be asked to help replace a teacher who goes to find a missing child

Most likely best help will be just being additional adults once evacuated

2. Earth quake

Children will be in the rooms under the tables

We would appreciate any adult that is OK that could come and check on us

We might need help uncovering children, attending to injuries, evacuating the building, calming children etc.



All parents in the program are responsible to complete a parent program called Learning With your Child. The following are the requirements for preschool parents:

LEARN WITH YOUR CHILD  
PARENT ASSIGNMENTS

Minimum requirements for families to continue in our school:

**ALL OPTIONS:**

Each parent living with the child:

1 Parent Conference (Each family:2 Parent Conferences)

2 Parent Child Workshops

Requirements listed for one of the options below. (Parents do not need to complete same option as spouse.) These are examples and could vary from year to year.

**OPTION 1 VIDEO**

6 Parent meetings

6 Information observations based on the parent meetings

6 Interaction activities based on the parent meetings

(Papers from parent meetings must be turned in to complete requirement.)

DUE THE WEEK FOLLOWING THE VIDEO

**OPTION 2 AUDIO:**

6 Audio tapes (Two sides each)

6 Informal observations based on the tapes

6 Interaction activities based on the tapes

(Papers must be turned in to complete requirement.)

DUE THE WEEK FOLLOWING RECEIPT OF THE TAPE

**OPTION 3 READY! SET! SCHOOL**

Select 6 activities from the program

For each activity spend an hour with your child doing the activity and reading at least one book that relates - either from their suggestions or your own

For each activity observe how your child reacts and determine where to go next

(Papers must be turned in to complete requirement.)

**OPTION 4 INDIVIDUAL:**

6 Self-selected sources of information (some possible readings with suggested observation and interactions are available.)

6 Informal observations generated from the information

6 Interaction activities generated from information

(Papers must be turned in to complete requirement.)

**OPTION 5 MIND MAPS** (Only available if you have previously done Option 1 or Option 2)

4 Sections of an audio tape

4 Informal observations based on the tapes

4 Interaction activities based on the tapes