



Preschool Program Staff Handbook

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WELCOME

Welcome to the Salem State preschool program. The preschool is an educational program staffed by professional teachers. Please read this handbook over before you begin working here. This handbook has been written to orient you to the preschool program and to provide you with the staff policies and procedures. It is important for you to be aware of these policies. The administration of the preschool reserves the right to modify or amend this handbook and its policies at any time. If you have any questions, concerns or suggestions please feel free to see us. We hope your experience with us is a positive one! We look forward to working with you.

Beverly Gerson, Director
Maureen Delpero, Supervising Lead Teacher
Meghan Zinn Stasio, Teacher

Visit our website: salemstate.edu/preschool



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GENERAL INFORMATION

History

The Salem State University Child Care Center was established in 1970. It was one of the first campus child care programs in the Massachusetts State University system. The name was changed to the preschool program in 1996. As a member of the National Coalition for Campus Children's Centers and a founding member of the Massachusetts Campus Children's Center Coalition, the Salem State University preschool program is active in the child care and early childhood education movement.

While the preschool serves a variety of constituents, both on and off campus, our primary goal is to provide a quality developmentally based program for preschool age children. The program reflects the university's mission of education, service and research. The preschool program is an integral part of the university and offers many fieldwork, student teaching and employment opportunities.

The program is licensed through the Massachusetts Department of Early Education and Care, and is also accredited by the National Academy of Early Childhood Programs. Only 5 percent of programs in our nation achieve such an accreditation.

Mission Statement

The Salem State University preschool is based on the principles of the Reggio Approach. This **philosophy** creates learning conditions that enhance thinking through expressive, communicative and cognitive languages. Project work is an important aspect of this curriculum approach. We believe that children, their families and society all benefit from a high-quality, early childhood program and that there is a critical link between a child's early experiences and later successes in life. The **mission** of the preschool is to provide a model program responsive to the changing needs of children, parents, faculty, staff, and community. The preschool is one of the four lab schools at the university. The program reflects the university's **mission** of education, service and research. The goal of the program is to provide a high quality, affordable, ECE program for children 2.9 to 5 years old, opportunities for parent involvement and high education and training requirements for staff. Building positive relationships is considered fundamental and essential for the well being of the children. The program supports a strong working relationship among children, teachers, parents, and the community.

For the children, we strive to maintain a safe, healthy and nurturing environment where the developmental needs of the children are addressed.

For the parents, we strive to keep the program affordable and available. Students at Salem State University are given first priority in enrollment. It is our goal to serve as a resource for support and education.

For staff, we strive to provide an atmosphere that will attract and retain well-trained personnel by maintaining good working conditions. We encourage a sense of cooperation and open communication among members of the preschool community. The program maintains high educational and training requirements for staff.

For the university, we strive to provide preschool services for faculty and staff space permitting. We aim to cooperate with various departments, as well as other universities in the area and other preschool programs, by serving as a training site for a variety of disciplines that incorporate child development, care, education, health, and safety.

Children will experience growth and learning in their social-emotional, physical, language, and cognitive development, and families will feel supported and nurtured in their child rearing efforts.

The preschool program has set goals for the program that are tied to specific outcomes for children as well as families and are assessed on how well these goals are met through the assessment of child progress and through family evaluations and other input.

Organization

The preschool is organized under the College of Health and Human Services. The preschool is active in supporting non-traditional student parents. The preschool not only provides a service to the children, but also provides student parents with a forum and support group of peers.

Salem State University Preschool Listserv FAQs

What is a listserv?

A listserv allows you to send messages to a group of people simultaneously. The first step in setting up a listserv is getting people to join the group. You can join our listserv by signing up at preschool office.

Why does the preschool have a listserv?

The Salem State University preschool listserv was created to give people the opportunity to join an email list where they can post their questions, problems, and concerns about the preschool and to share information with one another. For example, you may receive reminders about specific school closings, registration dates, etc. through the listserv. Similarly, you may post a question to the group about how to limit the use of television in the house; quick and easy nutritious dinners; or even questions about upcoming community events. The direction of the listserv is entirely up to the group.



If you want to respond/email one particular person, do not hit “reply,” as it will reply to everyone on the listserv. Instead, type in the person’s name that you want to write to.

How do I subscribe?

You can sign up by providing your email address to us. This is another great way for the preschool family and staff members to keep in touch. Please call the director for more information.

Classroom Curriculum

Our approach to curriculum is based on principals using the Reggio Approach. We have been exploring this approach for several years and have implemented many aspects here at the preschool.

Our curriculum is arranged with the use of a choice board and through project work, both aid to guide the curriculum process. The choice board allows each child to independently identify and select their own activity cards posted on the board.

The choice board goals are designed to:

1. Give each child the opportunity to select activities independently
2. Guide their social development
3. Allow the teaching staff to gather information on student skills, interests and group dynamics

The curriculum areas explored include math, science, language arts, social studies, studio arts, music, gross and fine motor development, health and safety, and character development.

We believe young children want and need to express ideas and messages through different expressive ways such as working with clay, paint, drawing, sculpture, construction, music, movement, dance, and shadow play. Children begin to gain new skills with the use of these mediums. The children draw to learn. They revisit and revise their work moving them to new levels of awareness.

The preschool is able to attend many events and special performances at Salem State. These have included glass blowing demonstrations at The Glass Works Studio, earth day exhibits, music and dance performances, and visits to the Winfisky Art Gallery, biology and geology labs.

Program Philosophy

The Salem State University preschool is founded on the philosophy that children, their families and society benefit from high-quality early childhood programs. We believe that there is a critical link between a child's early experiences and later success in life.

The Salem State University preschool has adapted its philosophy based on the principals of the Reggio Approach. This model of education was derived from Reggio Emilia, Italy. Within the Reggio Approach teachers act as guides, resources, problem-posers, and partners in learning. Open-ended discussions and long-term projects bring together language activities (*using the child's home language if necessary*), science, social studies, dramatic play, and artistic expression. The projects are meaningful and relevant to the child's life experiences. They assist the child in seeing the interrelationships of things and ideas. An important feature of the Reggio Approach is the use of documentation of children's work in progress. This serves as an important tool in the learning process for children, teachers, parents, and visitors to the preschool. The program is based on the belief that children need time to be children and time to experience their childhood.

Teaching is the art of providing young children with an environment which encourages active exploration and discovery. Projects are planned, yet responsive to individual needs and environmental happenings. Opportunities are provided for children to take responsibility, make decisions and learn through play in mixed-aged groupings. Children's positive feelings of self-worth must be the foundation of all curriculum development in early childhood. Each child's learning is filtered through his or her unique screen of self-concept. Each child brings his or her own world to us each day.

At the Salem State University preschool program, activities are structured within a choice board concept. Materials are provided to foster early literacy, math, science, social studies, as well as fine and gross motor skills. Several activities are chosen and posted for the children to independently select the activity card to identify his/ her selection. The choice board goals are to give each child the opportunity to select activities independently, guide their social development, and allow the teaching staff to gather information in skills, interests and group dynamics.

The teaching staff is sensitively aware of how young children learn. Children process knowledge by using their whole self to gather information. Because children absorb what their bodies are experiencing, the more involved the experience, the greater the potential for learning.

The cultural experiences and the ethnic values of the individual child must be incorporated into the teaching tools for each child. Good materials should capture interest and curiosity and should challenge the learner.



THE REGGIO APPROACH

The image of the child

Rich

Strong

Capable

Powerful

Has potential

Desire to grow

Ability to be amazed

Desire to relate to others and to communicate

DAILY SCHEDULE

Core Academic Schedule 8 am–4 pm

Schedule may be modified by lead teacher and teacher.

*** While in the classroom all educators are to be available to children.**

8–10 am Choice Board – Children select from a variety of activity areas including: Art corner, science table, math table, sand or water play, games on the rug, playhouse room or project work.

• **Staff responsibility: Supervise all areas, assist children with choices when necessary, discuss and motivate cooperation, creativity and peer interactions. Keep choice areas organized and neat.**

10–10:15 am Morning Meeting – Large group activity which formally begins the day with introductory songs, calendar, weather, news, sharing and discussion of project work

• **Staff responsibility: Participate in singing, focus children's attention on teacher directing activity, and encourage participation of all children.**

10:15–10:40 am Morning Snack – Children bring own snacks such as fresh fruit, veggies, crackers, cheese, Pita bread, hummus or yogurt. Milk and water are served also.

• **Staff responsibility: Supervise hand-washing, wash tables with disinfectant before and after snack. Encourage self-help skills and assist with clean up after snack. Sit with children at tables. Engage the children in conversation.**

10:40–11 am Story and singing time – large group story time followed by songs, music appreciation, movement, dance, finger plays, and poems.

• **Staff responsibility: Help focus the children on the story. Quietly redirect children and avoid calling out names. Sing along! Learn the songs, share a new song, play an instrument, or teach a finger play, etc**

11–12 pm Outdoor classroom or gym – Outdoor play on playground with a wide variety of age appropriate equipment, games and materials. We have use of the south campus gym in case of inclement weather.

• **Staff responsibility: Check that all children are properly dressed before going out. Check all equipment and toys prior to use. All areas of the playground and gym must be supervised. Avoid personal conversations with other staff. All equipment must be stored in shed, sand box must be covered. Place shed/gym key back on hook.**

12–12:30 pm Lunch – Children bring their own lunch. Milk and water are served.

• **Staff responsibility: Supervise hand-washing. Keep lunch boxes off of the table. Supervise and help as needed with lunch. Sit with children and engage children in conversation at the tables. Assist with clean up after lunch. Staff offer alternative activity for children who finished eating.**

12:30–1:15 pm Rest Time – Children rest quietly on mats purchased by parents. Mats are brought home daily and washed weekly by parents

• **Staff responsibility: Help distribute rest mats, remembering to leave space between each child. Help settle children and avoid conversation. Staff offer alternative activity for children not napping.**

1:15–2:30 pm Choice Board – Children select from a variety of activity areas including: Art corner, science table, math table, sand or water play, games on the rug, playhouse room or project work.

• **Staff responsibility: Supervise all areas, assist children with choices when necessary, discuss and motivate cooperation, creativity and peer interactions. Keep choice areas organized and neat.**

2:30–2:45 pm Story Time- large group story time using flannel board, story-telling and a wide variety of books children choose.

• **Staff responsibility: Help focus the children on the story. Quietly redirect children and avoid calling out names.**

2:45–3:00 pm Afternoon Snack – Children bring own snacks such as fresh fruit, veggies, crackers, cheese, etc. Milk and water are served also.

• **Staff responsibility: Supervise hand-washing, wash tables with disinfectant before and after snack. Encourage self-help skills and assist with clean up after snack. Sit with children at tables. Engage the children in conversation.**

2:50–3:50 pm Outdoor Classroom or Gym (see above)

• **Staff responsibility: Check that all children are properly dressed before going out. Check all equipment and toys prior to use. All areas of the playground and gym must be supervised. Avoid personal conversations with other staff. All equipment must be stored in shed, sand box must be covered. Place shed/gym key back on hook.**

3:50–4 pm Group games and activities while waiting for pick up.

• **Prepare children for parents' arrival. Selected artwork to go home. Remind parents to check their mailboxes. Exchange highlights from child's day. Remind parents to sign out child.**

NOTE: Full-time children receive 60 minutes of physical activity each day and at least 30 minutes for children attending part-time.

Documentation Room

The preschool program has established a new space superficially designated for documentation of projects. The room is located next to the preschool offices on the first floor of the Alumni House. This room serves various functions for the children, staff, parents, Salem State University students, faculty, and visitors to the program:

- To present the history of project work and exhibit samples of past projects
- To use the space for our staff to discuss project work and possible directions and resources needed
- To use the space to create and design the documentation panels for current project – organizing and collecting samples of children’s work, photographs, conversations, etc.

In Reggio inspired programs, maintaining the history of the school is an important principle. On display in our new room is project work from previously years. The documentation panels represent the voices and work of children, parents and educators made visible.

Another important focus of the preschool program is to provide opportunities for professional exchanges, training and collaborations with other early childhood educators and administrators in dialogues about the Reggio Approach and project work. The vision of our documentation room is to provide a vehicle in which the work of the children, educators and families can be shared locally and nationally with the early childhood community. It is our vision we can offer professional development opportunities to support the early childhood educator’s understanding of project work and the principles of the Reggio Approach.

The documentation room will give us an opportunity to share the work that takes place within our preschool program community. It will also give students and faculty in the field of Early Childhood Education a place to come and see how we “make learning visible!”

Annual Parent and Staff Survey

Parents and staff are asked to complete a survey at the end of each year. This information helps to assess how the program is meeting the needs of parents and children, as well as to identify strengths and weaknesses of the program to help set program goals for the next year. A copy of the report is made available to all parents and staff with suggested recommendations and improvements. A copy is also shared with the dean’s office and academic affairs.

State Licensing Regulation

The preschool is licensed through the Massachusetts Department of Early Education and Care. A copy of the regulations is on file in the preschool office. Our group size is limited to fifteen children at one time. The license is valid for two years.

Accreditation

The Salem State University preschool has been accredited by the National association for the Education of Young Children since 1996. The standards and criteria held by the Association are separated into ten categories, or the 10 *Standards of Excellence*, as described below:

1. Relationships
2. Curriculum
3. Teaching
4. Assessment of child progress
5. Health
6. Teachers
7. Families
8. Community relationships
9. Physical environment
10. Leadership and management



A copy of the *Standards and Criteria* is made available at the teacher resource room. All new staff will be required to read the information within the first two (2) weeks of employment. For more information regarding NAEYC, please go to naeyc.org.

Code of Ethical Conduct

For an updated NAEYC Code of Ethical Conduct please go to naeyc.org. Copies of the Code of Ethical Conduct are also available in the preschool office and all staff will receive an updated copy.

Non-Discrimination Policy

The preschool program does not discriminate on the basis of race, religion, cultural heritage, political beliefs, marital status, national origin, or sexual preference. Toilet training is not an eligibility requirement for enrollment.

Anti-Bias Statement

Consistent with Salem State University policy, the preschool program does not discriminate on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability or handicap, veteran status or sexual orientation.

The early childhood education professionals at the Salem State University preschool program understand that at an early age children can absorb our society's biases of gender, age, color, language and physical characteristics. We believe that the anti-bias curriculum that we embrace supports children as they explore, celebrate and understand differences.

Our approach acknowledges that children and adults can be empowered to stand up for their rights and the rights of others and to recognize and question social injustice. We challenge the children and ourselves to:

- explore issues of fairness as seen from a child's perspective;
- see conflict as a challenge in problem-solving;
- be open to differing perspectives, ideas, attitudes and behaviors;
- monitor our words and actions for unconscious bias or prejudice;
- recognize and demonstrate respect for diversity among people.

Inclusion in the Classroom

The preschool program provides for all children, including those with identified disabilities and special learning and development. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff are aware of the identified/diagnosed special needs of individual children and trained to follow through on specific intervention plans. Therapy is developed appropriately and incorporated within classroom activities as much as possible rather than removing the child from the classroom. The supervising lead teacher makes appropriate professional referrals when necessary. Family members are involved in development and use of individualized education plans. Staff address the priorities and concerns of families of children with special needs.

Equal Opportunity, Affirmative Action and Diversity

Salem State University is committed to providing a learning, working and living environment for its students, employees and other members of the university community. The university, which values the diverse backgrounds of all people, is committed to assuring that the "Salem State University experience" is one which challenges, empowers, supports, and prepares its students to live in, work in and value our increasingly global and diverse world. The university believes that the diversity of socioeconomic, racial, ethnic, religious, gender, sexual orientation, age, and disability backgrounds of members of the university community enriches the institution and its various constituencies. The university will not tolerate behavior based on bigotry that has the effect of discriminating against any member of its community.

Salem State University provides equal access to educational, co-curricular and employment opportunities at the university for all applicants, students and employees regardless of race, color, religion, sex, sexual orientation, age, national origin, disability, or veteran status in compliance with all Federal, State and local laws, regulations and policies.

All benefits, privileges and opportunities offered by the university are available to all students and employees on a non-discriminatory basis in accordance with the above-mentioned laws, regulations and policies. The university is committed to taking affirmative action with respect to its recruitment, selection and promotion of students and employees.

For information or to consult on concerns regarding possible discriminatory actions, call the Human Resources and Equal Opportunity Office 978.542.6106.

Sexual Harassment

Sexual harassment is any unsolicited verbal, nonverbal or physical behavior of a sexual nature that has the effect of interfering with your student or employment status or creating an intimidating, hostile or offensive environment. Sexual harassment incidents can involve a male harasser and a female victim, a female harasser and a male victim, and also a harasser and victim of the same sex.

It is against the policy of Salem State University, the MTA/MSCA (faculty and librarian union), the APA/MTA (administrators' union), the AFSCME (classified staff union) and the Student Government Association for any member of the university community, male or female, to harass another employee or student sexually. The university, the unions and the SGA are committed to providing a working and learning environment that is free from all forms of abusive, harassing or coercive conduct. The university, the unions and the SGA seek to protect the rights of all members of the university community to be treated with respect and dignity. If you believe that you may be the victim of sexual harassment, seek confidential help immediately by consulting with the Counseling Center 978.542.6410 or Resources and Equal Opportunity 978.542.6106.

PART 2

STAFFING INFORMATION

Preschool Staff Orientation

The director of the program, is responsible to orient all new staff to the program with the assistance of the supervising lead teacher. Orientation must take place within the first two weeks of employment.

Agenda to include:

1. Distribution of staff handbook
 - Preschool rules and policies
 - Miscellaneous regulations
2. Review of job description and personnel policies
 - Salaries and benefits
 - Probationary period
 - Grievance procedures
 - Suspension/termination policies
3. Complete job application
4. Complete seek and find
5. Certificates/documents needed:
 - Health form
 - Immunization records/TB
 - First aid and CPR certification
 - 3 reference letters
 - Photo for staff bulletin board
 - Student employment forms
 - Register annually with EEC provider registry
 - Complete nutritional training
 - Complete annual EEC orientation
 - Medication side effects



6. Review licensing requirements (EEC)
7. Review of NAEYC accreditation standards and program curriculum
8. Review staff/child ratios
9. Review child abuse and neglect prevention plans
 - No unmonitored contact with children policy
10. Distribution of organization chart
11. Review of staff meetings and trainings requirement
12. Review supervision and evaluation information
13. Paid staff planning time, breaks, etc.
14. Review of the following:
 - Behavior management plan
 - Non-discrimination policy
 - Confidentiality
 - Health care policy/emergency plans
 - Referral plans/community resources/parent procedures



All of the above-mentioned information is located in this Staff Handbook.

Teacher Assistant Position at the Salem State University Preschool program

This is a great experience for students of all majors to:

- Assist lead teacher with all classroom areas and provide a nurturing and safe environment for children ages 2.9 years to 5 years of age
- Participate in project work
- Facilitate each child's emotional, social, intellectual, and physical growth
- Assist with daily routines and organization to help maintain a creative, esthetically pleasing, and challenging classroom environment
- Help provide smooth transition times from one activity to another

Responsibilities

- Assist with observing and documenting children's work and development
- Help with studio art projects and activities and with set up, organization and display of materials
- Supervise children at play while helping set limits, resolve conflicts and express needs in appropriate ways
- Assist with clean up, repair of books and toys, organizing materials, and keeping classrooms neat and organized
- Provide snack, lunch and rest times support in accordance with routines of the classroom
- Support our family friendly environment
- Participate in all orientation meetings, staff training meetings

Qualifications

- Certificate of health from doctor and documentation of all required immunizations, including TB
- Must meet all licensing and NAEYC accreditation requirements, including completion of application, three letters of reference, transcripts, CORI, etc.
- Valid annual first aid certificate and CPR for infant/children, nutritional training, medication side effects training
- Previous preschool teaching desirable
- Completion of at least 12 credits in early childhood education or elementary education desirable, or CDC credentials.

Shifts/Wages

- Must be available to work a three hour minimum shift, Monday - Friday, days/hours arranged
- Position offered to both student employment (03) and work study
- Hourly wage \$10

Application

- Download application from our website: salemstate.edu/preschool
For more information contact the Salem State University preschool program director

ACADEMIC OBSERVATIONS AND RESEARCH IN THE CLASSROOM

Because we are one of the four campus lab schools, we often participate in academic observation and research activities carried out by students and faculty. We feel this participation offers great value to increasing the collective knowledge regarding children and their development and to the professional training of students who will pursue careers in early childhood education and related fields. The Salem State University preschool has been a site for observation and research activities conducted by undergraduate and graduate students from a variety of areas including the School of Education, Psychology Department, Foreign Language, Sport and Movement Science, School of Business, and the School of Nursing.

Parents sign an informed consent agreement at the time of enrollment giving permission for their child to be observed in the classroom. Observations in the classroom do not involve any intentional interaction between the observer and children. Children are not identified by name in the student's observational reports.

When research activities involve interactions with the children parents are asked for permission for their child to participate in the specific interactive research project. The classroom teachers and/or director supervise researchers working with children.

Past projects have included observations of children's speech, social, cognitive, and physical skills, child nutrition, children and the media and research activities on language acquisition.

LEADERSHIP AND ADVOCACY

Building and maintaining relationships with the community and advocating for children and their families guides our mission and philosophy. These are standards and practices we share with our NAEYC accreditation agency.

All teaching staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community or region and beyond.

The preschool is a member of the National Coalition for Campus Children's Centers (NCCCC) and the director also serves as the chapter president. Staff also attend the annual conference each year and coordinate local meetings each semester with Massachusetts campus children center directors.

Teaching staff participate in informal or formal ways in local, state or regional public awareness activities related to early care by joining groups, attending meetings or sharing information with others, both at and outside the program. The preschool also communicates with local and state officials through the distribution of our program newsletter and events.

Program staff advocate for the program and its families by creating awareness of the program's needs among community councils, service agencies, and local governmental entities. The preschool director is also a member of the Salem Community Partnership Advisory Committee. Staff and parents also attend free and low-cost local workshops provided by the partnership.

Program staff include information gathered from stake holders in planning for continuously improving, building stakeholder involvement in the program and broadening community support for the program. Program staff use their knowledge of the community and the families they serve as in an integral part of the curriculum and children's learning experiences. The preschool staff utilize the resources of the Peabody Essex Museum in Salem and the National Maritime Society.

Program staff inform families about Salem State University events and events in the community and sponsors local organizations, such as museum exhibits, concerts, story-telling and theater, intended for children. Program staff invite members of the performing and visual arts community, such as musical performers, coordinators of traveling museum exhibits and local interests to interact with the children both on and off campus. These events may be co-sponsored with other organizations.

Program staff are encouraged to participate in local, state or national early childhood education organizations by joining and attending meetings and conferences. Program staff are also encouraged to participate regularly in local, state or regional public awareness activities related to early care and education. A wide variety of workshops and conferences are posted at the preschool office.

Application

All staff are required to complete an application, submit three letters of recommendation, your current Salem State University transcript, and arrange for an interview with the director. Candidates will also be asked to observe in the classroom as part of the interview process. All personnel forms must be on file before an employee can begin working at the preschool.

CORI Requirement

All staff must complete a Criminal Offender Record Information (CORI), and a Department of Social Services (DSS) form. Results from these background checks may prevent a person from being employed at the preschool. These forms must be on file before any staff can begin working in the classroom.

Probation Period

All staff serve on a probation period for six weeks, during which the physical and psychological competence for working with children is evaluated.

Health Exam/Immunization Records

All staff must obtain a written form from either their doctor or health services indicating the date of their last physical examination and current immunization records. A negative TB test from the past 3 years is also required. Annual exams are required and staff files will be updated accordingly. In accordance with EEC regulations, all child care staff must provide proof of immunity to measles, mumps and rubella. Effective September 1, 2001, the criteria for adequate proof of immunity is as follows:

- For all individuals born in or after 1957, regardless of country of birth:
 - 2 doses of MMR vaccine (or 2 doses of measles-containing vaccine and 1 dose each of mumps and rubella vaccine) or laboratory tests to confirm immunity to measles, mumps, and rubella
- For all individuals born before 1957, in the United States:
 - These individuals are considered to be immune to measles, mumps, and rubella and do not need further documentation. However, it is recommended that women who could become pregnant receive 1 dose of MMR vaccine regardless of age.
- For all individuals born before 1957, in other countries:
 - 1 dose of MMR or laboratory tests to confirm immunity to measles, mumps, and rubella

Annual First Aid and CPR Certification

All staff must complete a child first aid training Course to work at the preschool (in October). All staff are also required to complete an Infant/Child CPR course as well. Documentations of these courses must be kept in your personal file. Annual renewal of both is required.

Staffing and Benefits

Full-time staff consists of a director, lead teacher and a teacher; part-time staff consists of several teacher assistants. Full-time staff are fully benefited state employees. In addition to the professional staff, the preschool also provides fieldwork, student teaching and student observation opportunities. Guidelines for fieldwork and observation are provided to each student. Staff orientation is provided to new members at the beginning of each semester.

The preschool facility is licensed by the Department of Early Education and Care (EEC) and is in full compliance with staff regulations and certification requirements. Our teacher/child ratios are low at 1:6. The EEC requires a minimum ratio of 1:8 and NAEYC requires a 1:7 minimum.

Staff Development Plan

The preschool program provides opportunities for staff to improve program-planning skills, improve group leadership skills and to observe various teaching styles and techniques. All staff may utilize the teacher resource room. Staff are required to attending two training days throughout the year. Books, professional organizations, career opportunities, university courses, and workshop information are all provided to the staff.

The preschool maintains professional memberships in the following organizations: NAEYC, ACEI, National Coalition for Campus Children's Centers (NCCC), and subscribes to monthly publications such as *Child Care Exchange*, and *Young Children and Instructor*. Many books and other curriculum materials are purchased throughout the year.



Staff development objectives:

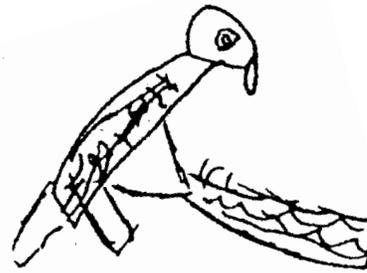
- Staff training in assessment, working in a multi-cultural classroom and with children with special needs.
- To complete a self-evaluation survey at the end of each semester.
- To utilize the materials provided in the resource room for 30 minutes each week.
- To attend all staff trainings and meetings throughout the year.
- To be informed of local and national conferences and workshops available (posted on staff bulletin board or at office).
- To have an evaluation with the lead teacher and director to discuss self-evaluation and the evaluation of the supervisor. Records are to be kept in each staff member's file.
- To provide to all staff information on the following areas:
 - Early Childhood Associations
 - Advocacy Agencies
 - Journals and periodicals for child development
 - Publishers of books on Early Childhood Education
- Books on management and administration.

Staff Trainings, Meetings, and Family Events

Staff trainings are held twice a year. The required first aid training is held in October and a teaching-oriented training is held in February. Staff meetings are held monthly for two hours or more. The staff is required to attend both of these full day trainings, as the preschool will be closed. These trainings are required by the EEC and are designed to enhance your skills for working with young children. Meetings are documented and follow a written plan. Attendance is taken.

Topics possibly focused on during staff trainings:

- Documentation
- The Reggio Approach
- Project Work
- Health and safety, nutritional guidelines
- Personality of the child
- Child development
- Studio arts
- Gender/racial stereotyping
- Parent-staff relationships
- Environment of the classroom
- Multi-cultural education/curriculum
- Social and emotional growth of the child
- Child's perception
- Innovative classroom and project ideas
- Comparisons of ideas among staff
- Grievances among staff
- Handling of emergency situations
- Speaking to children about current events
- Review of all preschool policies and regulations



A special meeting is held in September for all parents and staff. The purpose of the meeting is to discuss preschool policies and curriculum, meet the staff, sign up for parent committees, discuss fundraising projects, parent responsibilities and opportunities for participation, as well as discuss campus involvement and organization structures. Establishing a trusting relationship with parents and staff is important to us.

Knowing and Understanding Our Preschool Families

As part of orientation and ongoing staff development new and existing staff will develop skills and knowledge to work effectively with our diverse families. Program staff will use a variety of formal and informal strategies (including conversation) to become acquainted with and learn from families about their family structure, their preferred child-rearing practices and information families wish to share about their socio-economic, linguistic, racial, religious, and cultural backgrounds. Program staff will actively use information about families to adapt the environment, curriculum and teaching methods to the families we serve. Translation services are available upon request for parents whose primary language is not English, or parents who require a sign language interpreter, within reasonable accommodations. The preschool will contact the human resource or student life office at Salem State.

To better understand the cultural backgrounds of children, families and the community, program staff will participate in community events, concerts, storytelling activities, or other events and performances designed for children and their families. Program staff will provide documentation from events attended and will be responsible for including these in their personnel files located in the preschool office.

Paid Planning Time

Full-time and part-time staff are provided with paid planning time during their regular work schedules. Time allotted is based on job responsibilities, project work assigned or other situations.

Time Sheets/Payroll

Student staff must receive employment or work study authorization forms after being hired. These must be signed by the preschool director and returned to the student employment office. This form puts you on the payroll. A sign in/out sheet is posted on the staff bulletin board to enter their specific work hours. It is the staff's responsibility to sign in and out each day worked. Payroll checks are every-other Friday. Checks may be electronically deposited into your account, check with student employment or human resources for more information.



Teacher Resource Room

Each staff member is scheduled for 30 minutes per week to visit the resource room. Staff will be assigned to read a selected article, chapter of a book or to view a short video. A log will be kept by each staff member to respond to the materials that have been reviewed. It is our goal that these planned staff development times will give all staff an opportunity to develop new skills in working with the children and parents.

Resource Library

The preschool program resource library is located at Upper South Campus in the Alumni House. It is available for both student and parent use, by appointment. A unique collection of materials are available. Students from the early childhood department, nursing, social service, psychology, speech and theater, and business administration may be particularly interested and are welcome to utilize the library to do research for a paper, plan curriculum activities or prepare a special project.

The resource library contains information on the following:

- Child care licensing guides for establishing and operating a child care center
- Curriculum guides and activity books for preschoolers
- Child development texts
- Multicultural and multi-language books and DVD's
- Nature related curriculum books
- Child behavior and positive discipline books and DVD's
- Nutrition and child health resources
- Mainstreaming preschoolers with special needs
- National and local child care publications and newsletters
- Child care policy
- Information on child care surveys and studies
- Work and family economic information, diversity
- Employer sponsored child care community resources, statewide
- Child care advocacy directory
- Books, videos, and articles on the Reggio Approach
- Home based family day care information

Brochures on:

- NAEYC Accreditation
- First aid and safety
- Food and nutrition
- Child abuse and neglect
- Poison prevention
- Lead paint poisoning
- Drug and alcohol abuse
- Parenting and foster care
- Community organizations
- Consumer child safety



Parent Resource Room

The resources listed below were purchased with the Campus Child Care Grant (CCAMPIS). Salem community partnership books, brochures and videos on a variety of topics are available to read or view. Books are available at the preschool parent resource room, located at the Alumni House, Upper South Campus. The parent resource room also serves as a place for parents to meet informally and to use the available resources.

Videos/Audio Tapes

- A Study of Early Childhood Program Environments:
A Study Guide for Early Childhood Educators (PowerPoint)
- The Art of Listening
- Assisting Parents through the Mourning Process
- Building Bridges to Kindergarten
- Building Quality Child Care - An Overview
- Charting Growth
- Children and Conflict (Video and Book)
- Developing the young Bilingual Learner
- Emotional Intelligence
- Far Ago and Long Away- Innovative Storytelling
- The First Years Last Forever
- Get a Life with Loretta LaRouche
- Giving Children More Languages: Study Examples for Early Childhood Programs (PowerPoint)
- Healthy Habits = Healthy Children
- I Am Clay: The Power of Natural Clay in Early Childhood Development
- I am Your Child Video Series - 6 Videos
 - 1. Your Healthy Baby
 - 2. Safe from the Start
 - 3. Ready to Learn
 - 4. Discipline -Teaching Limits with Love
 - 5. Quality Child Care - Making the Right Choice for You and Your Child
- The Importance of Establishing Boundaries
- It's Potty Time
- The Key to Social Skills
- Make A Difference: Report Child Abuse and Neglect
- Nourishing Language Development in Early Childhood
- Parenting with Humor - Is it Possible?
- Parents Guide to Temperament
- Positive Discipline
- The Preschool Parent: Building Confidence and Curiosity

- Raising Your Spirited Child, AUDIO TAPE
- Shaping the Youngest Minds
- Understanding Attention Deficit Hyperactivity Disorder

Books

- *Authentic Childhood-Exploring Reggio Emilia in the Classroom*, Susan Fraser and Carol Gestwicki
- *The Baby Book*, William Sears, MD, and Martha Sears, RN
- *Challenging Behavior in Young Children, Understanding, Preventing and Responding*
- *Childhood Emergencies - What to Do: A Quick Reference Guide*, Marin Child Care Council (4)
- *Children and Conflict: A Guide to Working with Parents, Childcare Connections and the Children's School of Boise, 2002* (Book and Video)
- *Cooperative Parenting and Divorce, Shielding Your Child From Conflict*, S. Boyan and A. Termini
- *Coping With Your Child's Temperament*, William B. Carey and Sean McDevitt
- *Creating Rooms of Wonder*, Carol Seefeldt
- *Eating, Sleeping and Getting Up*, Carolyn Crowder, 2002
- *Effectively*, Barbara Kaiser and Judy Sklar Rasminsky
- *Everyday Goodbyes: Starting School and Early Care: A Guide to the Separation Process*, Nancy Balaban
- *Feet Are Not for Kicking*, Elizabeth Verdick
- *First Aid for Tantrums*, Kathy Levinson 1997
- *Get Ready to Read! Making Child Care Work for You*, Moomaw, Sally, Brenda Heironymus, and Yvonne Pearson
- *Getting Through to Your Kids, (Easy Conversations About Difficult Things)* Michael Popkin and Robyn Freedman 2002
- *Guiding the Gifted Child*, by J. Webb, E. Meckstroth, S.Tolan
- *Hands are Not for Hitting*, Martine Agassi, 2002
- *Helping Your Child Succeed in School, A Guide for 4-14 year olds*, M. Popkin, B. Youngs, J.Healy.
- *How To Talk So Kids Will Listen and Listen So Kids Will Talk*, Adele Faber and Elaine Mazlish
- *It's Not a Bird Yet: The Drama of Drawing*, Ursula Kolbe
- *It's Not Your Fault*, Koko Bear, Vicki Lansky
- *Join In and Play*, by Cheri J. Meiners, MEd
- *Know and Follow the Rules*, Cheri J. Meiners, MEd
- *Learning Language and Loving It*, Elaine Weitzman and Janice Greenberg
- *Lighten Up and Live Longer*, Sue Baldwin
- *Listen and Learn*, by Cheri J. Meiners, MEd
- *Model Child Care Health Policies*, American Academy of Pediatrics, Sept. 2002
- *Mom's House, Dad's House, Making Two Homes for Your Child*, Isolina Ricci
- *Off to School - A Parent's Eye View of the Kindergarten Year*, Irene Hannigan
- *Pass-Along Papers*, Barbara Kuczen and Carly Kuczen
- *The Power of Observation*, Judy Jablon, Amy Dombro, Margo Dichtelmiller
- *Raising Your Spirited Child*, Mary Sheedy Kurcinka
- *Rapunzel's Supermarket*, Ursula Kolbe
- *Real Parents, Real Children, Parenting the Adopted Child*, Holly Van Gulden and Lisa Bartels-Rabb
- *Remote Control Childhood? Combating the Hazards of Media Culture*, by Diane E. Levin
- *Respect and Take Care of Things*, Cheri J. Meiners, MEd
- *Separation - Strategies for Helping Two to Four Year Olds from the Edna Reiss Memorial Conferences on Attachment Separation and Loss*
- *Share and Take Turns*, by Cheri J. Meiners, MEd
- *Siblings Without Rivalry*, Adele Faber and Elaine Mazlish
- *Starting Out Right - A Guide for Promoting Children's Reading Success* by the National Research Council
- *Teaching and Learning: Collaborative Exploration of the Reggio Emilia Approach*, Victoria R. Fu, Andrew J. Stremmel, and Lynn T. Hill
- *Teaching Numeracy, Language, and Literacy with Blocks*, by Abigail Newburger and Elizabeth Vaughan

- *Teeth Are Not for Biting*, by Elizabeth Verdick
- *The War Play Dilemma: What Every Parent and Teacher Needs to Know*, by Diane E. Levin and Nanc Carlsson-Paige
- *When I Feel Afraid*, by Cheri J. Meiners, MEd
- *Words Are Not for Hurting*, by Elizabeth Verdick
- *The Working Parents Handbook*, Katherine Murray, 1996.
- *Young Children and Picture Books - Literacy from Infancy to Six* by Mary Renck Jalongo
- *Young Exceptional Children - Practical Ideas for Addressing Challenging Behaviors* by Division for Early Childhood of the Council for Exceptional Children

Brochures

- A Caring Place for Your Infant – NAEYC
- A Good Preschool for your Child – NAEYC
- Choosing a Good Early Childhood Program: Questions and Answers – NAEYC
- Helping Children Learn Self-Control: A Guide to Discipline – NAEYC
- Media Violence and Children – NAEYC
- NAEYC Accreditation: The Right Choice for Kids – NAEYC
- Raising A Reader – NAEYC
- Ready to Go-What Parents Should Know About School Readiness – NAEYC
- Ten Tips for Feeding Your Toddler Without Fuss: Helping Your Child Eat Right
- Ten Tips on How to Talk to Your Child: Listening, Caring, and Sharing
- Ten Tips on Raising Kids Without Physical Punishment: How to Help Your Children Instead of Hurting Them
- Ten Tips on Toilet Training Your Toddler: Don't Rush It!
- Violence and Children: A Guide for Parents – NAEYC
- When Disaster Strikes: Helping Young Children Cope – NAEYC

For more information contact the Salem State University preschool program director.

PART 3

STAFF REGULATIONS

When a group of people are working together, it is necessary to have common rules of conduct so that the actions of one individual will not be detrimental to other staff members at the preschool. The purpose of these rules is not to impose unfair restrictions or limit the rights of anyone, but to define and protect the rights of all who work at the preschool and to insure that all staff work under the same conditions.

Policy for Termination/Corrective Action

Step One – In the event of a violation of any rule (other than rules requiring immediate discharge) in the first instance, the employee is to be verbally counseled by the supervising lead teacher, making it clear what the staff person did, what rule or practice he/she is not in compliance with, why the rule exists, and the need for compliance.

Step Two – In the event a similar action is repeated, another discussion with the staff person will be held by the director. Again, the reason for the rule and the need for compliance will be explained. At that time the staff person will be put on probation. A written caution notice will be given to the staff person and a copy will be placed in the employee's file. It will be explained to the staff person that continued violation of the same or similar offense will result in termination.

Note: The administration of corrective action frequently requires considerable judgment. The above procedures are guidelines, and these guidelines may not be followed exactly, depending upon the severity of the offense, length of service, attitude and intent of the staff person to correct his/her performance, mitigating circumstances, and similar reasons. Occasionally, there may be a staff person who fails to respond to the intent of this policy and continues noncompliance past the time period contained

in the above paragraphs, or who violates different rules on different occasions, or who are unwilling or unable to comply with the rules who obviously will not be a desirable staff member. The following is an additional guideline for termination:

- After two (2) written caution notices for any cause in the period of one (1) year, the staff person is discharged on the third offense.

Rules Requiring Immediate Discharge

Most rules involve common sense and accepted standards of good conduct. Violation of the following rules is considered serious and will result in discharge without prior warning:

- Striking or abusing a child, humiliating a child, withholding food from a child as punishment.
- Abuse or inconsiderate treatment of parents, staff and other visitors.
- Unauthorized removal of property.
- Unauthorized removal of records or unauthorized divulgence of parents', children's or preschool confidential information.
- Refusal to perform assigned work of follow instructions.
- Gross carelessness or negligence.
- Willful destruction of property.
- Coercing or inciting others to limit work performance or engage in any practice in violation of preschool rules.

General Rules

In addition to the basic rules listed above, there are other rules that require disciplinary action if violated. These rules include the following:

1. **Work Time** - Work time is for work. Any conduct that interferes with the time of a staff person will not be tolerated. Also, staff are not permitted to leave work area during work time without permission of their supervisor. Work time does not include recognized breaks.
2. **Work Performance** - Employees are expected to put in a full day's work. Unsatisfactory work, poor performance, producing work below standard, loafing, or excessive time away from the job, permitting avoidable waste, and lack of cooperation jeopardizes the professionalism of the preschool program.
3. **Family Friendly Policy** - All children, parents and visitors should be treated with kindness, friendliness, patience, and respect. Staff should refrain from gossip, loud talking or other unnecessary noise and forms of conduct that could disturb the program and detract from the professionalism of the preschool program.
4. **Absenteeism and Tardiness** - Staff must be at the preschool on their job ready to perform their assigned task at the starting time of their assigned shift. Staff are expected to have a regular attendance record. If a staff person is to be absent they must notify the director or supervising lead teacher as soon as possible (preferably the night before or by 8:15 a.m.) as to arrange for a replacement. The reasons for the absence should be given. Excess, habitual and unauthorized absence and tardiness is disruptive to the care of the children and a burden on other staff. Please note, the act of calling does not excuse an absence.
5. **Safety** - Every caution must be taken to guard against accidents to children and other staff. It is the responsibility of every staff person to correct unsafe conditions such as liquid, paper, extension cords, etc. on the floor or any other condition that could cause an accident. Report unsafe conditions and fire hazards immediately if you are unable to correct them. All accidents should be reported in writing immediately.
6. **Fire Rules** - It is the responsibility of all employees to understand their role in an emergency. This included understanding and familiarization with the location and operation of fire extinguishers, reporting a fire to the fire department, and knowledge of all fire exits.

Staff Evaluations

Each semester the director and supervising lead teacher will evaluate you. Staff are informed of evaluation criteria in advance; a copy of the evaluation form is provided at orientation. This evaluation is your opportunity to further develop your skills in working with children. It also gives you a chance to sit down and talk about any specific problems or concerns that you may have. All staff also have an opportunity to evaluate their own performance. The director and supervising lead teacher will also

provide you with feedback on a daily basis; you are encouraged to discuss issues openly as they arise. The lead teacher completes a classroom observation form on each staff member every other month (October, December, February, April). A plan for staff training is generated from the in-put from these evaluations.

Becoming Acquainted with the Preschool

Be sure that you can locate and properly store the following items:

- Accident report forms and Log Books - fire and accident
- Easel painting supplies
- Picture books
- Art supplies
- First Aid boxes
- Children’s folders/emergency numbers
- Adult scissors
- Keys for gym, shed, etc.
- Staff/Parent mailboxes and Bulletin Boards
- EEC license
- Children’s schedules
- Extra clothes
- Choice board materials
- Paper
- Manipulatives
- Cleaning supplies
- Tuition box
- Telephone and daily log book
- Allergy list
- Brooms and dustpans
- Plastic storage bags
- Staff work schedule
- Emergency procedures

Inappropriate Staff Behaviors:

- Do not talk about children in front of other children
- Never threaten, bribe or be dishonest with the children
- Never call children names or make fun of a child
- Never rough-house with the children
- Do not insist on *please* and *thank you*, be a role model and use them yourself
- Never correct a child’s language, they learn through modeling, not correction
- Do not give children a choice if they do not have one
- Never make a child feel guilty or inferior
- Do not label children by their behavior, be specific as to what their actions were
- Never ask a child what they’ve made, ask them to tell you about it
- Do not sit on tables and counters
- Do not make the children say sorry when they have an altercation with another child, it doesn’t make everything okay. Understand that they are upset, do not negate their feelings
- Avoid sexism “I need some strong boys to move the chair,” “What a pretty little girl,” and notify supervisor of sexist statements in books and songs
- Refrain from having children sit on your lap, playing with your hair, clothing or jewelry; or picking up and carrying a child unnecessarily and any other behaviors that encourage child to focus an inappropriate amount attention to you, the teacher.

Personal Behavior

No Unmonitored Contact - For the protection of each staff member, we always work in teams. No staff is allowed to be alone with children. Another staff member must be in sight/sound of another at all times. This is a licensing requirement.

Conversations With Other Staff - Keep attention on children at all times in the classrooms, on playground and in the gym. Avoid all inappropriate talking, gossip, etc. with others while working.

Dress Code - Teachers are expected to be well groomed and appropriately dressed at all times. Clothing and

shoes should be comfortable and suitable for working with children. Dress appropriately for all weather conditions. Teachers are role models in the profession and at the Salem State University preschool. We strive to project a professional image to parents and others who come to the preschool. All program staff are expected to maintain an appearance that reflects positively on the program and is appropriate for working with young children. Although we want you to be relaxed and comfortable, and certainly don't want you to ruin any special clothes with paint or glue, it is important for you to dress in a professional manner while working at the preschool. Casual clothing such as t-shirts and jeans are generally appropriate if they are neat and clean. Listed below are examples of clothing we find **inappropriate** for the preschool.

- Exposed undergarments
- Low-cut tops exposing cleavage
- Bare midriff or half shirts
- Bedroom attire, such as pajama bottoms
- See-through clothing
- Short shorts
- Mini skirts
- Attire with messages or illustrations that are obscene, vulgar, violent and/or advertise alcohol or other products which laws prohibit minors from using.

Mailboxes - Each staff member and all parents have a mailbox at the preschool. It is your responsibility to check for notices upon arriving and departing. We also ask you to help remind parents to check their mailboxes.

Bulletin Boards - There are a parent bulletin board and a staff bulletin board at the preschool. Please be sure to read all the notices so that you are an informed member of the teaching team. Keeping informed is part of your job responsibility.

Visits from Friends and Relatives - Friends and relatives are not allowed to visit you at the preschool. If they want to observe, they must make an appointment with the director.

Phone Calls/Messages - Personal phone calls are not allowed during work time except for emergencies. Be sure to keep all preschool related messages written in the log book next to the phone, or put a message in that staff member's mailbox. No cell phone use at the preschool. Phones are to be turned off and placed in a backpack or handbag only.

Read the Log Book - Be aware of who is out sick, coming in late, changes in pick-ups, etc. for both staff and children.

Personal Belongings - Coats, backpacks, purses, etc. must be safely put on hooks or on top of cubbies. Do not leave anything in the classroom or kitchen area.

Bathrooms - The two bathrooms in the preschool are for the children only. Please use the adult bathrooms in the Alumni House.

Breaks - Break times are arranged with the lead teacher. A 15-minute break is given to anyone working at least a 4-hour shift. A 30-minute break is given to anyone working a 6-hour shift or longer. Staff is welcome to use the teacher resource room at this time.

Beverage Policy- Staff are not to drink any beverages while working with children. Hot beverages especially can be a safety hazard.

Smoking Policy- It is the policy of the university, no smoking in or outside of the preschool program.

Snacks and Lunchtime - These are times for eating and socializing. All staff must sit at tables with the children. Staff encourages to engage in conversations with children. Encourage children to eat their lunch and clean up any spills. Sandwiches should be consumed before snacks and treats.

EMERGENCY HEALTH CARE POLICY

A. Emergency Telephone Numbers

EMERGENCY	911
Fire(Salem)	978.744.1234
Police (Campus)	ext. 6111
Police (Salem-non-emergency)	978.744.0171
Police (Salem-alternate emergency #).....	978.740.0678
Poison Control.....	800.682.9211
North Shore Medical Center (Salem Hospital)	978.741.1200
North Shore Children's Hospital	978.745.2100
Health Care Consultant, Donna Hills Associate Professor, Nursing Department	Campus ext. 6686



B. Emergency Procedure

When a child becomes sick or an accident occurs, determine the severity of the situation and contact the parent/authorized person or arrange for transportation to the hospital. Call for an ambulance. One staff member (lead teacher or director) should accompany child to the hospital and take the child's folder. Remain with the child until the parent or alternative pick-up arrives. If parent cannot be reached, contact the designated person on the child's permission form. During any field trips, take all children's folders along and follow same instructions as above. Also, take along the First Aid Kit. A name tag will be placed on all children with the preschool phone number during any field trips "My name is _____. If lost call Salem State University preschool 978.542.6409." Any time off site, at least one staff member will have a cell phone.

C. First Aid Equipment

Supplies checked on a regular weekly basis. The first aid boxes are located in the second shelf of the front bathroom closet. Supply of kit is regularly checked at the beginning of each semester by the director and restocked by Salem State University health services office. First aid kit is taken on playground, gym and any field trips including nature walks. First aid administered by any staff trained in first aid/CPR (supervising lead teacher preferred).

Contents of First Aid Kit:

• Gauze bandages • Scissors • Band-aids • Triangular bandage • Cotton • Thermometer • Rubber gloves (next to box) • Instant Ice Packs (freezer) • tweezers • CPR face mask

D. Plan for Evacuation

- Daily attendance recorded each day by supervising lead teacher.
- Evacuation plans are posted at every exit.
- Supervising Lead teacher leads children out of the building.
- All meet at top of driveway next to preschool evacuation sign for head count by supervising lead teacher.
- Supervising lead teacher takes attendance book and daily schedule in evacuation whenever possible.
- Supervising lead teacher and director arrange fire drills every month (at different times of the day)
- Supervising lead teacher keeps a log of each drill in book next to phone; the effectiveness of each drill is noted along with notes evaluating each drill with date and time and staff in charge. Extra measure is taken to ensure every child and staff participates.
- Child or staff with disability may require additional assistance.

E. Injury Prevention Plan

- Daily monitoring of the environment by the director and supervising lead teacher. All staff required to bring to their attention any problems, repairs, or hazards.
- Conduct regular safety checks of the preschool. Director and supervising lead teacher daily check all rooms and outdoor playground.

- Regular safety checks conducted at least monthly using the checklist in “Healthy Day Care Guide.”
- Equipment and toy purchases carefully examined and all donated materials checked for safety and health concerns.
- Supervising lead teacher maintains injury log. (Located next to the phone)
- The program maintains a record of any unusual or serious incidents including but not limited to behavioral incidents, accidents, property destruction or emergencies. These reports are reviewed by the director once a month.
- Parents are given a written accident form informing them of any injuries. EEC form used. Parents and staff sign form and then file it in children’s folder. The written form is given to parents upon pick up, same day of injury. Preschool to notify EEC if parent seeks follow-up at doctor or emergency following and injury or illness reported from school.

F. Plan For Managing Infectious Diseases

- Children are greeted by the teacher upon entering, observing any possible health problems.
- If a child exhibits any of the symptoms listed in the exclusion list (distributed to both parents and staff and is posted at preschool), the supervising lead teacher or director will ask the parent to take the child back home.
- If a child becomes ill at the center, parent or authorized person is contacted to pick up the child. A quiet area within the school is set up for the child until parent arrives and a staff member accompanies the child.
- A note from child’s physician is required in order for child to return to school after any communicable disease/illness (i.e. Chicken Pox, Measles, Strep). The note is placed in child’s folder. ** Same procedure for all staff members.*
- Director will notify all parents and staff in writing when any communicable disease/illness has been introduced to the preschool immediately.
- Director and supervising lead teacher responsible for managing the environment:
 - Checking all safety hazards, lighting, heating, ventilation, and all maintenance problems.
 - All problems are reported to the Salem State University Administrative office, ext. 6229 or helpline ext. 4357.
 - All soiled clothing sent home in a sealed plastic bag (see toileting procedure).
 - Schedule for daily cleaning of toys and play areas are arranged.
 - Purchasing safe toys, equipment, arts, and craft materials.
 - Use of latex gloves when dealing with bodily fluids.
 - Report communicable diseases to Salem Health department and Salem State University Health Services
 - Information and resources are coordinated with the Salem State Health Services.

G. Plan For Infection Control

- Hand-washing procedure for staff and children posted at the preschool.
- Staff will use commercial disinfectant or prepare 1/4 cup bleach to one gallon of water solution or 1 tblsp. of bleach to 1 quart of water, labeled, and placed out of children’s reach.
- Director provides janitorial staff with directions for daily and monthly cleaning: daily disinfecting of toilets, toilet seats, sinks, faucets, floors, all table top surfaces, kitchen counter; all mops disinfected with approved solution and the mop is stored out of preschool. All cleaning supplies stored out of reach of children in a locked cabinet.
- Supervising lead teacher supervises all staff for daily disinfecting of table tops before and after any snacks or lunches are served.
- All staff are trained in infectious control procedures and monitored daily using a check-list.
- At the end of the day all dishes and utensils are properly washed and air-dried and returned to proper cabinets.
- Water play equipment is disinfected and properly stored after daily use. Water is changed before new group arrives in afternoon.
- Parents are responsible for the weekly washing of each child’s rest mat.
- Parents also volunteer for weekly/monthly washing of fabric toys, blankets, and pillows. End of semester and monthly cleaning of all play materials supervised by supervising lead teacher.



H. Universal Health Care Precautions

1. Wash your hands:
 - On arrival for the day
 - After toileting (self or child) or diapering
 - After handling any bodily fluids blowing nose, coughing, blood vomit, etc.
 - Before meals and snacks, before preparing or serving food, or handling any raw foods that requires cooking (meats, eggs, poultry)

- After water play
 - After handling any pets or any materials such as sand, dirt or surfaces contaminated by contact of animals; after handling any animals or their equipment
 - Before or after feeding a child
 - Before and after administering medication
 - After assisting a child with toileting
 - After handling garbage or cleaning
 - Before leaving the preschool (recommended)
2. Latex gloves must be worn when:
 - Toileting a child
 - Contact with blood, vomit, nose discharge, etc.
 - Cleaning surfaces that have been contaminated
 - Wash your hands after you remove gloves
 3. Use disinfectant to:
 - Sanitize all table surfaces before snack/lunch time
 - Sanitize toys/objects used by children
 4. Air Quality:
 - Keep room temperature 65-70 degrees (F)
 - Open the windows in each room every day to circulate fresh air- even in winter
 - No use of air sprays

I. Plan for Meeting the Needs of Mildly Ill Children While at the Preschool

If a child becomes ill while at the preschool, parent or authorized person is contacted immediately to pick the child up. A quiet area is set up for the child with the child's blanket, if the child does not have a blanket the preschool will use designated "ill child blanket" which will be laundered promptly after use. A staff person is assigned to child until parent arrives. Time of departure is noted in attendance book.

J. Plan for Identifying Special Health Care Needs/Allergies etc.

- Parents provide information regarding any allergies or other health care concerns at registration. Information is listed in child's folder and updated every semester.
- A list of all allergies is posted on the refrigerator. Allergies and other medical information is posted in a manner that protects the privacy of each child. All staff are made aware of the list and the children identified. List is updated every semester or as needed.
- The preschool will provide reasonable accommodations to meet allergy or special environment conditions to staff and children without undue financial hardship to the university. Information on children with specific conditions including allergies will have a food allergy form and special care form completed by parents at enrollment or before a child attends.

Contingency Plan for Emergency Situations

Responsibility

1. **SCHOOL** – The school will retain responsibility of all children on premises until they are released to a parent, guardian or other designated person, or until they have been transported to an official evacuation center, in which case selected staff will remain with the children until they have reunited with their families.
2. **EMPLOYEES** – All employees will remain on the premises as service workers, as designated by law. Such employees will be subjected to whatever tasks are assigned by the person or persons in charge, and may not leave the premises until the same person or persons in charge give them official permission to do so.
3. **PARENTS** – Parents should not telephone the school; they should listen to the radio for progress reports on whatever disaster is taking place. Follow official instructions relayed by officials via the radio. If parents are able to reach the school without danger to themselves or without interference with disaster workers, they should come to pick up their children. Children will be released only to parents, guardians, or other designated persons known to them or to their parent guardians.

A. In Case Of Fire, Natural Disaster, Or Bomb Threat

1. Save lives- evacuate any persons in immediate danger.
2. Evacuate the children and adults out the front door. Meet as a group at top of driveway by designated sign. Person in charge to check for stragglers takes attendance book, schedule, and makes a head count. Secondary exit plan: out of playhouse room door.

3. Sound alarm- pull on any fire alarms. Supplement with voice shouts, whistle or bullhorn.
4. Report fire- dial 6111 or 9-911. Say: "There is a fire at Salem State University preschool, 262C Loring Avenue, Upper South Campus." (Tell specifics of what is burning). Assign one person to meet fire officials.
5. Use portable fire extinguisher or wall extinguisher if it is safe to stay inside area while doing so.
6. Contain the spread of the fire and smoke by closing all doors and windows (if possible).

After evacuation:

1. When safe within the pre-designated area, all children and adults must be accounted for.
2. Person in charge reassures children of their safety.
3. First Aid is administered if needed.
4. Building is not re-entered until permission is given by the officials.

Evaluations:

Follow the emergency with an evaluation by all staff in order to spot areas of weakness or oversight to be remedied for any future emergency.

B. In Case Of Power Outage:

1. Remain calm.
2. If weather is nice, evacuate building if rooms are too dark to use.
3. If weather is hot and electricity blackout has caused the air conditioner to cease operating, plan for being outdoors in a cool, shady spot, if possible.
4. Utilize available emergency supplies to keep children comfortable.
5. Follow the university emergency policy requiring closing all or a portion of the university.
6. When the announcement is made to close the university, person in charge will attempt to notify parents, guardians, or designated to pick up child.
7. However, parents should follow announcements of university closings, delayed openings, or early closings on the following radio stations: WESX, WRKO, WBUR, WILD, WMWM, WHDH, plus television stations 4, 5, and 7. In addition, there will be a recorded message at 978.542.6000. The Academic Affairs Office at ext. 6240 and other departments are notified to help us notify parents in classes.
9. Parents should arrange to pick up their child as soon as possible.

C. In Case of Loss of Water or Heat:

1. The person in charge will notify the Salem State University Emergency Help Line at ext. 4357 to report the problem.
2. The preschool must meet minimum requirements regarding temperatures, hot water, flushing of toilets, running water, etc. in order to operate. After the problem is evaluated, the person in charge will make a decision whether or not the preschool should close.
3. Teachers will take the children to the bathrooms at the Alumni House for short-term use until all children are picked up and the preschool is closed.
4. Parents or guardians will be notified to pick up their child and announcements will be made on designated radio and television channels if deemed necessary.

D. Expanded Emergency Evacuation Plan

In the event of an emergency situation that requires an evacuation of the Salem State University preschool facility, one of the following plans should be implemented. In all situations, the teacher in charge shall take when evacuating:

- Accurate attendance list, file box with children's folders, daily schedule.
- Account for all children and staff during any boarding of vehicles.
- Bring any necessary medications/supplies and emergency records.

1. If the environmental emergency is confined to the immediate area of the Salem State University preschool facility (262C Loring Avenue, Upper South Campus) e.g. fire, toxic fumes, etc. and the children cannot stay on the premises, the children will walk to the South Campus Gym, Harrington Building where they will remain accompanied by teacher(s) while parents/emergency contacts are notified of the situation and arrangements are made for either the transporting home or care taking for the remainder of the day.
 - a. In the event of exposure to toxic materials, gases, flooding, etc. and a physical examination is recommended, children will be transported by ambulance/police cars to North Shore Children's Hospital, 57 Highland Avenue, Salem MA 01970, 978.741.2100.
2. In the event of a major environmental emergency which is more widespread and encompasses a larger area (neighborhood, several buildings/homes) due to a non-confirmed environmental threat, e.g. toxic materials/fumes from a spill, floodwaters,

brush fires, etc. and the children cannot remain in the area, the children will be brought to the **Salem State University O’Keefe Center, Apparatus Gym, Room, 217**. Contact: Tim Shea 978.542.6517. teacher/director in charge will contact campus police at ext. 6511 to arrange bus transportation. Children and staff will be transported by campus buses where they will remain accompanied by teacher(s) while parents/guardians are notified and arrangements are made for either transportation home or continuation of care are made.

3. In the event of a major environmental hazard that necessitates a larger area evacuation (several neighborhoods, a city/town) due to a non-confirmed hazard (e.g. nuclear accident, earthquake, etc.) the children will be transported by emergency vehicles/personal cars (if necessary) to a Red Cross designated mass shelter at Salem High School. They will remain accompanied by teacher(s) while parents/guardians/emergency contacts are notified and arrangements are made for their pick-up.
4. A special emergency voice mailbox will be activated by the staff in charge with a recorded emergency procedure message to follow. Parents can call 978.542.6408. Staff in charge will also notify campus police at ext. 6511 to activate campus-wide announcements. **The Salem Fire Department has developed a comprehensive emergency management plan. We will work closely with all emergency personnel to evacuate all children and teachers to the safest location as quickly as possible.**

Confidentiality Policy

Information contained in child’s record and staff files shall be privileged and confidential. Unauthorized removal of records or unauthorized divulgence of parents, staff or program’s confidential information is a strict policy of the preschool program.

Violation of these rules is considered serious and will result in discharge without prior warning. All staff and student observers must comply with these professional ethics at all times and never discuss children, families or staff elsewhere. Observations made in the classroom and all information discussed at staff meetings and at staff trainings are to be kept in strict confidence. Student observers should use a “*pseudonym*” for children in their observation forms, journal entries, etc and the word “*teacher*” to describe any staff.

The parents signed consent on who in the program has access to child’s records. The Salem State University preschool does not release information in a child’s record to anyone without parental written consent. The child’s parent or guardian shall, upon request, have access to his or her child’s record. The preschool does not release information in a child’s record to anyone without parental written consent. A full copy of our licensing policy in regard to confidentiality of records, charge for records, amending the child’s record etc. can be found in our Parent Handbook.

Media images taken at our school and/or events, if they include children other than your own, should not be posted on any social media networks such as Facebook, My Space etc. Please be considerate of other families when posting pictures and comments on any social site. In order to protect the privacy of Salem State preschool children, families and staff - parents and staff cannot not share, distribute, or post images of others via telephone, e-mail, online social networking or other websites without prior consent of the Preschool Director.

Violation of the preschool program’s confidentiality policy could have serious repercussions.

Parent Interactions

Many of you will become well acquainted with the parents of the children. We think this great, but there are a few guidelines to which you must adhere:

- Talk with parents only if you are not in the classroom with children.
- Refer all parent questions to the teaching or administrative staff; please refrain from offering advice.
- Never talk about children in front of any other children.
- Never talk to parents about other children.
- Feel free to share a child’s highlight from the day with parents.

Services Available to Parents/Referral Services

The resource library contains many parent educational materials, publications, videos, and information. A list of community resources is also available. Students can utilize all the campus resources available, including: Health Services, Counseling Center, Career Services, and the Sports Complex. Campus activities and special events open to the public will be posted, also.

The Salem State University preschool program shall use the following procedures for referring parents to appropriate social, mental health, educational, and medical services for their child should the staff feel that an assessment for such services would benefit the child. Whenever any staff member is concerned about a child's development or behavior and feels that further evaluations should be done, they should report to the supervising lead teacher, who will review the information with the director. If the director agrees, the supervising lead teacher is requested to complete an observation report and review the child's record prior to making a referral.

Medical, social, mental, and dental evaluations:

- North Shore Medical Center, Highland Avenue, Salem, Massachusetts 978.741.1200
- Special Education, Julie Vitello: Collins Middle School, Highland Avenue, Salem, Massachusetts 978.740.1193
- Early Intervention Programs, Bentley School, 25 Memorial Drive, Salem, Massachusetts 978.740.1260

Parent Involvement/Committees

A description of the committees can be found in the Parent Handbook. There are many ways for parents to become involved in the preschool program. Parents are expected to participate approximately four hours a month on a committee of their choice. The committees include the following:

1. Hospitality
2. Publicity
3. Resource
4. Documentation
5. Preschool improvement
6. Classroom volunteer



Child Abuse Policies

Mandating Reporting

“As professionals in contact with young children and their families, you are required by law to help the Department of Social Services (DSS) become aware of children who may be abused or neglected. According to the law, public or private school teachers, educational administrators, guidance or family counselors as well as day care/child care workers, are mandated reporters.” Thus, it is the policy of the Salem State University preschool program to report any and all suspected cases of child abuse and/or neglect to DSS, the Child Care Circuit, and the Early Education and Care (EEC) immediately by telephone and to follow up in writing within 24 hours the same information as reported by telephone. Our school will offer full cooperation of its staff during the investigation of the reported incident. A staff member should follow these regulations if abuse/neglect is suspected:

Definitions

Child Abuse is the non-accidental commission of any act by a caretaker that causes or creates a substantial risk of harm to a child's physical and emotional well being, including sexual abuse.

Child Neglect is the failure by a caretaker, either deliberately or through negligence, to take those actions necessary to provide a child with minimally adequate food, safety, clothing, shelter, medical care, supervision, or other essential care.

Reasonable Cause means that after examining all the facts in a particular situation, most people with similar training and experience would also suspect abuse and/or neglect.

Parental Child Abuse

The following procedure has been established regarding the reporting and/or recording of suspected child abuse and neglect:

1. Any staff person that suspects a child has come to school abused or neglected, must report that information to the supervising lead teacher or director.
2. It is the responsibility of the supervising lead teacher or director to contact DCF, EEC and the Child Care Circuit.

Institutional Child Abuse

It is the policy of the preschool program that there shall be no corporal punishment of children. No child shall be subjected to cruel or severe punishment, humiliations or verbal abuse, including, but not limited to, the denial of food. It is the policy of

the preschool program that no one have unmonitored contact with the children at any time. Staff must be in sight/sound of each other at all times.

The following procedure has been established regarding the steps taken if a staff member is suspected of abusing and/or neglecting a child at the preschool program:

1. Whoever has reasonable cause to believe that a staff member or family day care provider may have been abusive or neglectful to a child or children shall immediately notify their supervisor and/or director.
2. The director will prepare, within 24 hours, but no later than 36 hours, a written report of the situation. The report shall include dates, times, names of all parties involved (adults and children), places, and description of incident.
3. The director must immediately notify the executive director or designee. The executive director or designee will assess the situation and, if warranted, report the suspected abuse or neglect to DSS, EEC or the Child Care Circuit.
4. The suspected or alleged employee or family day care provider shall immediately be removed from working directly with children until a written investigation has been completed DSS, EEC, and authorized to return as appropriate. The employee will be paid only after an unsubstantiated report is made. Employee will then receive back wages.
5. Confidentiality will be maintained at all times.

Phone Numbers of Services Involved in Abuse/Neglect Cases

- Child Care Circuit, Beverly office: 978.921.1631
- Early Education and Care (EEC): 978.524.0012
- Department of Children and Families (DCF):
 - o Child at Risk Hotline: 800.792.5200
 - o Salem Office: 978.825.3800

Policy on Releasing Children

Only the authorized parent(s) or others identified by the parents can pick up a child. A signed form is on file in the child's folder listing other authorized persons. Check on the refrigerator or in the log book if the alternative person will be picking the child up. Under no circumstances can a child be released to anyone not on the signed form. Ask for identification if you do not know the person.

Child Behavior Guidance Policy

At the Salem State University preschool we have some basic rules for the health and safety of the children. We try to arrange the environment to avoid problem situations. We tailor our expectations to fit the development levels of the children to minimize frustrations and inappropriate behavior. Teachers receive ongoing staff training in the area of positive approaches to discipline and strategies to use with challenging behaviors. Children participate in establishing school rules and policies as appropriate. These rules are posted at the preschool.

We do intervene; we do **not** use corporal punishment, or spanking. A child is **never** subjected to cruel or severe punishment, humiliation or verbal abuse. A child is **never** denied food or force feeding as a form of punishment. A child is never punished for wetting, soiling or not using the toilet. (These are in accordance to licensing regulations.)

We encourage children to develop their own control, autonomy, management of feelings, problem solving, and find their own rewards in cooperative social behavior. The underlying goal of all discipline at the preschool is to help children develop inner self-controls to replace adult-maintained external controls. Whenever a conflict arises we support children in finding their own solutions, while also promoting the development of self-control and empathy within each individual child. Teachers set clear, consistent limits and strive to develop close, nurturing relationships with all children enrolled. We avoid the use of the words "no" and "don't" unless a child is in danger, and even then follow it with a reason, such as "that isn't safe" or "I can't let you hit Susan with the block because it hurts her." School rules mostly relate to health and safety. Teachers avoid ultimatums that force power struggles.

The Salem State University preschool's approach to behavior guidance (discipline) is based on the acceptance of a wide range of children's feelings and the encouragement of self control. Respect for each other and the environment are emphasized through the development of social skills such as turn-taking, helping and cooperation. Children are encouraged, individually and as a group, to generate possible solutions to conflicts, to predict various outcomes, and to choose alternative behaviors. We seek to balance the needs of the child for autonomy and individual attention, with the needs of the group for the consistent

expectations which embrace a sense of fairness. We work as a team with other teachers and with parents. Parents are encouraged to discuss any questions regarding classroom and behavior management with the lead teacher, teacher and/or director. We analyze possible reasons for the behavior problems and make whatever adjustments in the environment that we can. We offer choices, try to redirect activity, point out natural or logical consequences of different behaviors, help the child individually or in a group to problem solve. We give hugs and words of encouragement.

The following general behavior management strategies are frequently used at the preschool:

- Positive statements are made which tell the child the correct thing to do. For example: “Turn the pages carefully,” rather than “Don’t tear the book!”
- Positive redirection is used to clarify when and where a certain behavior is acceptable. i.e., “Save your running until we go outside” instead of “No running inside!”
- Feelings are validated, and children are guided to socially acceptable means of expressing anger and frustration, such as using words, tearing newspaper, pounding play dough or a pillow.
- The “deed” is separated from the “doer,” relaying the message that “I like and accept you unconditionally but I do not like what you did.”
- Behavior we want to see continued is reinforced. Examples of positive reinforcers include a smile, sticker charts, “thank you,” and other words of encouragement, such as “Let’s try it together.”

Sometimes a child may display individual needs that are beyond the scope of our program and/or the expertise of the teachers. If the child’s teacher and the director feel that s/he would benefit from additional services, they will notify the parents and make recommendations. Behavioral problems that result in injury to other children or adults or require excessive one-on-one staffing to prevent frequent disruptions of the group routines are responded to as outlined in the Referral/Termination Policy of the preschool.

Referral Meeting with Parent(s)

Parents will be notified of the situation and of all ongoing developments by either the teacher or the director. A parent conference(s) will be scheduled as soon as possible to discuss the concerns. Parents will be given, in writing: the reason(s) for recommending additional services, a brief summary of the preschool’s observations related to the referral, and any efforts the preschool made to accommodate the child’s needs. The director or lead teacher will also provide the parents with specific referrals in addition to or from the list of community resources and services found in the parent handbook. We will offer referrals to parents for evaluations, diagnostic and therapeutic services. Parents will be informed of the availability of services under Chapter 766, including the parent’s right to appeal. It is the parent’s responsibility to share pertinent information with their child’s teacher, to follow through on the referral recommendation, and to request additional conferences with the teachers as they feel this is needed. We will work collaboratively with support services to implement a plan to meet the child’s developmental needs both at school and at home including consultation and education training if needed. Program staff makes arrangements in a language the family can understand.

Suspension and Termination of Enrollment Policy

7.04 (17)I 7.04 (3)b

Termination is always a last resort action which is carried out only when the director and teachers feel that such action is in the best interest of the child or the other children enrolled. If the preschool is unable to meet the needs of the child and/or family, every effort will be made to refer the parent to a more appropriate program for their child. The circumstances under which a child may be terminated are explained below.

1. The child exhibits extremely aggressive behavior which endangers other child and/or staff.
2. The child’s health and safety at the preschool cannot be assured due to circumstances such as impulsive, risk-taking behavior.
3. Unwillingness of the parent(s) to work with teachers in the management of their child’s behavior, and/or refusal to follow the preschool’s recommendations for outside support services.
4. The child’s developmental needs are not being met at the preschool due to general immaturity. Behavior indicative of a child’s immaturity may include severe ongoing separation issues, excessive need for teacher attention, and inability to function independently or with the group.
5. The child has individual special needs which require accommodations causing an undue burden on the preschool. Accommodations related to the toileting needs of a child with a documented disability shall not be considered an undue burden.
6. If suspension or termination is due to the child’s behavior, Salem State University preschool will give specific examples,

and let parents know whether we will accept the child back if he receives counseling, or sees his doctor, or some other change occurs. Parents will receive a written explanation of the reasons why, and the circumstances under which the child may return. Recommendations for return will be made by the referral services in consultation with the Salem State University preschool.

7. The Salem State University preschool will prepare the child being terminated with sensitivity and consideration of their developmental ability. Children in the preschool program would be informed in an age appropriate manner that the child will be attending another school.
8. Nonpayment of tuition. (Student parents will not be allowed to register for another semester and transcripts and diplomas shall be held until all outstanding tuition owed to the preschool is paid in full. The Financial Services office at Salem State University is notified regarding any unpaid bills due to the university.)
9. Continued lateness of parents dropping off and picking up their child.
10. Parent's display of inappropriate behavior towards staff or children. May include: disrespectful language, disregarding program policies, verbal and/or physical harassment or any unlawful behavior.
11. Falsifying information on child enrollment forms.

Supervision Policy

Before children arrive at school, the lead teacher (LT) or teacher in charge will complete the following daily safety check list indoor and outdoor.

Daily sign-in policy is maintained. Parents sign child in and out on a daily basis. Records are kept. Daily attendance is completed by the lead teacher or teacher. A log is also maintained by the phone of the children and staff who are absent or who leave early.

Upon daily arrival at the preschool, each child is observed by a teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities. The family will supplement these observations as needed.

No child will be left unsupervised while attending the preschool. At least two staff will always be available at any one time. The LT and teacher will regularly count children on a scheduled basis, at every transition time and whenever leaving one area and arriving at another to confirm the safe whereabouts of every child at all times.

All emergency problems will be reported to the help line and the director will be notified immediately.

Toilet Training

The preschool does not provide diapering area facilities for children who are not fully toilet trained. The preschool will be in full compliance with EEC Policy and be consistent with the child's physical and emotional abilities. Toilet training status is not an eligibility requirement for enrollment.

If any child after admission to the preschool appears to be not fully toilet trained, the following may apply:

- The director and supervising lead teacher will meet with the parents.
- There may be granted a period of adjustment for five days.
- At the end of the adjustment period, removal of the child from the program may be required if the child is not fully trained.
- Upon consultation with the director and supervising lead teacher, the child's place will be held up to three weeks and the child may re-enter when completely trained.
- There will be no tuition refund during the period of absence.

All children are required to have an extra set of clothes at the preschool. A box of extra underwear and socks are also available if needed.

Nutrition Policy

We provide opportunities for children to learn about healthy food choices. Parents provide snacks and lunch. Children younger than four years are not to bring and are not provided the following: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.



The preschool provides two percent milk at snack and lunch. Clean sanitary drinking water is available to children throughout the day. For any child with disabilities who has feeding needs, staff keep daily records documenting the type and quantity of food a child consumes and provides parents with that information. An individual health plan would be completed for any child with disabilities who has feeding needs.

The preschool take care in the selection, preparation and presentation of any special foods prepared at the program. We ask parents to join our efforts to promote good eating habits and good food choices with any food coming into the school such as snacks, lunch or food for special celebrations. The preschool maintains a list of nutritional information, menu ideas and literature on child nutrition in our parent resource library. At least twice a year registered nutritionist evaluates our food program and provides additional resources as needed. This is part of our NAEYC accreditation standards. Staff also receives training on USDA nutrition guidelines to promote healthy growth and development.

Snack Policy

Parents are required to send a healthy snack for the morning (10:30 am) and the afternoon (2:30 pm) should your child attend at this time as well. Send the snack/s in separate morning and afternoon zip lock bags with your child's full name on it. (Preschool will have a snack should a child come to school without one)

Please follow the recommended portion sizes as well. Send in only two items from the three food groups.

½ cup of a vegetable or fruit

½ ounce of a meat, cheese, yogurt, or protein alternative

Enriched or whole grain breads, crackers, cereal, ½ slice or ½ serving size

Milk will continue be served at all snacks and at lunch. You do not need to send in any drinks. We prefer children drink the two percent milk or water we provide. Children can help themselves to as much as they like!

All food must be cut into bite size pieces (grapes in half, apples sliced, cheese cut in pieces, etc.) No whole nuts, peanuts or popcorn. No spoonfuls of peanut butter. This is same requirement as for lunch. These are regulations from our NAEYC accreditation and licensing. Children younger than four years are not to bring and are not provided the following: hot dogs (whole or sliced into rounds), whole grapes, nuts, popcorn, raw peas, hard pretzels, spoonfuls of peanut butter, chunks of raw carrots, or meat larger than can be swallowed whole.

All staff is trained in a USDA recognized nutrition program for the healthy growth and development of children.

7.12 (2)a During meal and snack times staff offer alternative activities for children who have finished their snack or lunch 7.12 (7)f. The staff ensures that foods are not served to children beyond their recommended date of use.

Tooth Brushing Policy

New Early Education and Care (EEC) licensing regulations (effective January 2010) requires that children brush their teeth when they are in care for more than 4 hours or consume one meal during their care. Parents will be required to complete a permission form or a waiver which will be included in the enrollment forms. Oral health is included in our curriculum. Training on oral health is provided to staff as well as procedures to use to assist children in tooth brushing.

Food Handling And Serving Policy

A. Drinking Water: We use the water from the Salem public source.

Safe drinking water will be accessible to children who can serve themselves and offered between meals to all children, while indoors and outdoors. The drinking water source will be approved by the local health department. Staff will contact the local health department to be sure their source of water is free of lead, parasites, bacteria and other contaminants. Drinking water will be dispensed by personal water bottle, in drinking fountains or by single-use paper cups. Drinking water will be offered to children who are over two years of age after each snack or meal. Younger children will be offered water by

caregivers during the day, such as between feedings. Caregivers will offer water to children more frequently when the temperature is above 80 degrees F.

B. Food Safety/Dishes, Utensils and Surfaces:

1. No one with signs of illness (including vomiting, diarrhea, open infectious skin sores), or who is known to be infected with bacteria or viruses that can be carried in food, will be responsible for food handling.
2. Those who prepare food will not change diapers and vice-versa. Where more than one caregiver works in a facility, handwashing routines followed by those who prepare food will be monitored by lead teacher at least once a week.
3. Refrigerators will be maintained at a temperature below 40 degrees F, and freezers will be maintained below 0 degrees F.
4. All food stored in the refrigerator except fresh, whole fruits and vegetables will be covered, wrapped, or protected from contamination. Inside a refrigerator, cooked or ready-to-eat foods will be stored above raw foods that require cooking.
5. Inside a refrigerator, cooked or ready-to eat foods will be stored above raw foods that need cooking.
6. Food preparation, storage and services areas and equipment will be kept clean, sanitary, and will confirm to national guidelines. (See *Caring for Our Children*, nrc.uchsc.edu).
7. Foods that do not require refrigerated storage will be kept at least 6 inches above the floor in clean, dry, well-ventilated storerooms or other approved areas. Storage will facilitate easy cleaning.
8. Containers will be of types that protect food from rodents and insects. Dry, bulk foods (cereals) which are not in their original, unopened containers will be stored off the floor in clean metal, glass, or food-grade plastic containers with tight-fitting covers. These containers will be labeled and dated.
9. Medications requiring refrigeration will be stored as specified in VI. Medication Policy.
10. Cutting boards will be made of nonporous material and will be scrubbed with hot water and detergent and disinfected with bleach/water solution made of 1 teaspoon of household bleach to one quart of water between uses for different foods. Boards will crevices and cuts will not be used.
11. A dishwasher will be used to wash dishes and food service utensils whenever possible. If dishes and utensils are washed by hand, the following procedure will be followed:
 - Use a dish rack with a drain board for drying. Where possible, cloth that can be laundered will be used instead of sponges. If a sponge is used during dish washing, it must be cleaned and disinfected between uses by being squeezed out in a bleach solution according to the instructions on the bleach container.
 - Immerse the dishes and utensils for at least one minute in a solution of bleach water that contains 1½ tablespoons of bleach for each gallon of hot tap water that is at least 75 degrees F.
12. Food that has been served and not eaten from individual plates, containers and family-style serving bowls will be discarded.
13. Containers which hold organic material (food, soiled tissues) shall be covered with a tight-fitting lid. These containers will be closed after each use except when children are participating in clean up. Garbage/trash will be removed from the facility daily.
14. Cleaning agents will be stored separately from food. When cleaning agents or toxic materials are stored in the same room with food, these supplies will be kept in a clearly labeled, locked storage cabinet that is not used for food.

C. Food Brought from Home

Lead teacher will inform parents or legal guardians of food service plan of the facility and suggest ways to coordinate with this plan. The facility will supplement a child's home-provided meal if the nutritional content appears to be inadequate. The parent or legal guardian will be informed by staff if food brought from home is supplemented on a regular basis. Caregivers will check for food allergies before providing any supplemental food. In this facility, food may be brought from home under the following conditions: (for special occasions, for lunch, for snack). Meals may be provided by the family upon written agreement between the parent or legal guardian and staff.

1. Perishable food brought from home to be shared with other children must be store brought and in it original package. Baked goods may be made at home if they are fully cooked, do not require refrigeration and were made with freshly purchased ingredients.
2. Lunch and snack foods brought from home will meet with the guidelines of the Child and Adult Care Food program for the types of foods and portion sizes. They will be prepared and transported in a sanitary fashion, including maintenance of safe food temperatures for perishable items. Lead teacher will check the arrival temperature and

storage requirements of food brought from home. Food that is not at a safe temperature when it arrives will be discarded. Perishable foods that require refrigeration will be kept below 40 degrees F and perishable hot foods will be kept above 140 degrees until served. Food brought from home will be labeled with the child's name, the date, the type of food, and the need for temperature control.

3. Children will not be allowed to share food provided by the child's family unless the food is intended for sharing with all of the children.
4. Leftover food will be discarded. The only food that may be returned to the Family is food that does not require refrigeration or holding at a hot temperature, that came to the facility in a commercially-wrapped package, and that was never opened.
5. No peanuts or popcorn allowed. Food must be cut in small bite sizes—for example, (grapes cut in half, apples sliced, meat and cheeses cut)

Health Care Policy For Staff and Children

When is a child too sick or contagious and therefore should not be brought to the preschool? This is a question that may present itself during your child's attendance at the preschool. In order to protect your child and other children, we have set up some guidelines regarding illnesses. If at any time the lead teacher feels that your child is too sick or contagious, your child will not be able to attend. Should your child become ill while at the preschool, you will be immediately notified. By helping us to observe good health standards, you will be protecting your child and others at the preschool as well. Thank you for your cooperation. The preschool maintains a list of referral services to support wellness, prevention and treatment of depression and stress management.

Please keep your child at home if he/she has:

- Severe cold and fever, sneezing, nose drainage, and coughing.
- Rectal temperature of over 101 degrees in the morning.
- Conjunctivitis - an eye infection commonly referred to as "pink-eye." The eye is generally red with some burning and yellowish discharge.
- Bronchitis. This can begin with hoarseness, cough, and a slight elevation in temperature. The cough may be dry and painful, but it gradually becomes productive.
- Rashes that you cannot identify or that have not been diagnosed by a physician.
- Impetigo. Begins as red pimples on the skin, which eventually become small vesicle surrounded by a reddened area. When the blister breaks, the surface is raw and weeping. The lesions occur in moist areas of the body, such as: creases of the neck, groin, and under the arm.
- Diarrhea- watery or greenish bowel movements that look different and are much more frequent than normal.
- Vomiting - more than the usual "spitting up."
- If child becomes really sick without obvious symptoms. In this case, the child may look or act different. There may be an unusual paleness, tiredness, irritability, or lack of interest.
- With a contagious disease, a child must be kept home and the preschool notified. All parents will be notified once a contagious disease is reported. The child may return to school with a note from his/her physician. Illnesses included: Measles, mumps, roseola, chicken pox.
- If a doctor diagnoses an ear or throat infection, as an example, and the child is prescribed an antibiotic, the child may not be brought to the preschool until he/she has been on the medication for at least 24 hours.

Please call the preschool with diagnosis. Parents are asked to call the preschool at 978.542.6409 by 8:15 am should a child not be able to attend. **THE ABOVE COMPLIES WITH EARLY EDUCATION AND CARE REGULATIONS.**

Handwashing

Wash your hands properly and frequently.

1. Use hot running water and liquid soap.
2. Rub your hands vigorously for about 60 seconds, including: (sing the song “happy birthday to you” about 2 times as you wash your hands).
 - Backs of hands
 - Wrists
 - Between fingers
 - Under fingernails
3. Rinse well.
4. Dry hands with a paper towel.
5. Turn off the water with a paper towel, not your clean hands. Throw the towel away into a lined, covered step can.
6. Use hand lotion, if necessary (staff)



TRANSPORTATION POLICY – Revised December 2012

The Salem State preschool does not provide transportation. Parents are responsible for transporting their children to and from the preschool via walking, bus or personal vehicles. Parents complete an off site permission form and transportation plan as part of the enrollment forms and is up-dated at least once per year or as needed.

Parents are advised to follow State Law requirements on appropriate car seat and seat belt laws for children and adults. **No child will be left alone in a vehicle unsupervised by an adult.** Parent must walk child into school, notify the teacher child has arrived, sign in and inform the teacher/child they are leaving. Parents must call school by 8:15 am to report all absences and if an alternative person will pick up or drop off their child. The program shall note on the attendance sheet the absence or late arrival or early pick up for each day. Same policy for pick up as dropoff. A list of authorized persons to pick up is maintained in child’s folder. The name of the alternative person is noted in the daily log book and person’s ID is checked.

Preschool staff may arrange for education of families and staff by local public safety personnel on appropriate car seat safety of children and adults. All staff will complete the EEC “Look Before You Lock” transportation training as part of their orientation for employment.

During all walking trips and field trips staff will take, attendance book, schedule, emergency medication (epipens etc...) first aid kits, and emergency information cards for each child. The children will learn pedestrian safety by role modeling and verbal reinforcement. Teachers will demonstrate to children to cross at the corner, when traffic signals indicate it is safe to cross, and to look both ways before crossing. A designated staff member will supervise the front of the line and the end of the line. Children will be counted on regular basis as teacher requires. Children will wear tag with name of school and phone number should they get separated from the group.

Staff ratios are maintained and children are supervised by qualified staff at all times.

For any field trips, parents are required to sign a permission form for each trip and no personal vehicles are used - only Salem State school bus would be used to transport the children.

The teacher will count the children as they board the bus and when they exit the bus.

The teacher in charge will inspect the bus—walking from front to back to be sure no child is left on the bus, inspecting all seat surfaces and under seats. A second teacher will inspect the bus upon boarding and departing and count the children.

The teacher will check the attendance list again and count the children before the bus departs at the arrival destinations. A transportation log will be maintained for each field trip.

Motor vehicle related injuries are the greatest threat to a child’s life. To reduce the chances of injury, the following policies and procedures are provided for parents and staff:

- Slow children signs are posted near the preschool to warn motorists they are in a school zone. There is a safe drop off and pick up area next to the preschool
- There is a clearly posted one way pattern in the loading areas

Environmental Health and Pest Control Policy

The preschool facility and outdoor play areas are entirely smoke-free. No smoking is permitted in the presence of children. The program maintains facilities so they are free from harmful animals, insect pests and poisonous plants along with environmental hazards such as air pollution, lead and asbestos. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation and other exposure to children. The program uses the techniques known as Integrated Pest Management (IPM) so that the least hazardous means are used to control pests and unwanted vegetation.

The preschool program prohibits smoking, firearms and other significant hazards that pose risks to children and adults. See university public safety policies for more details. Outdoor activity is limited as a precaution during any smog or air pollution alerts.

Medication Policy

7.11 (2)

- (a) The Salem State University preschool will administer any medications ordered by the child's health care practitioner.
- (b) All medications administered to children at Salem State University preschool, including but not limited to oral and topical medications of any kind, either prescription or non-prescription, must be provided by the child's parent
- (c) All prescription medications must be in original containers and with the label affixed. Over the counter medications must be in the original packaging.
- (d) Salem State University preschool educators will not administer any medication contrary to the directions on the original container, unless authorized in writing by the child's physician. Any medications without clear instructions on the container will only be administered in accordance with a written physician or pharmacist's descriptive order.
- (e) All medications will be stored out of the reach of children and under proper conditions for sanitation, security and safety. This pertains to both the time when the child is in care and during the transportation of the child to and from school. (Medications found in DEA Schedules II-V - will be kept in a locked place. Medications requiring refrigeration will be stored in a way that is inaccessible to the children.) Medications will be stored away from food and toxic materials.
- (f) Emergency medications - Epinephrine Auto-Injectors - will be readily available for use as needed.
- (g) and (h) All unused medication will be returned to the parent directly. If this is not possible, The Salem State University preschool will discard the medication as recommended by the DPH Drug Control Program, and EPA. This disposal will be recorded by the preschool director in accordance the DPH and EPA. 617.753.8100.
- (i) No Salem State University preschool teacher will administer the first dose of any medication to a child, except under extraordinary circumstances and with parental consent in writing.
- (j) Salem State University preschool will maintain a written record of the administration of the medication, including the name of the medication, the dosage, the time and the method of administration, and who administered it.
- (k) Topical medication (for no open wounds or broken skin) will only be applied with the parent's written permission. This applies to sunscreen as well. Logging is not required for this topical medication - teachers will verbally let the parent know when it has been applied.
- (l) All oral non-prescription medications require written consent from both the parent and health care practitioner authorization. Parent consent will be renewed weekly with dosage, times, days and purpose. Logging will be implemented

Health and Safety Medication Policy

7.11 (1)b

- Each person at Salem State University preschool who administers prescription or non-prescription medication to a child must be trained to verify and to document that the right child receives the proper dosage of the correct medication designated for that particular child and given at the correct time(s), and by the proper method.

Each person who administers medication (other than topical medication) must demonstrate competency in the administration of medication before being authorized by Salem State University preschool to administer any medication.

1. Salem State University preschool educators will all be trained in medication administration.
2. Each educator who administers any medication, other than oral or topical medications and epinephrine auto-injectors, will be trained by our licensed health care consultant, Dr. Maryanne McGovern, RN, PhD, and will demonstrate annually to the satisfaction of the trainer, competency in the administration of such medications.
3. The Salem State University preschool will ensure that each educator, including those educators who do not administer medication, receives training in recognizing common side effects and adverse interactions among various medications, and potential side effects of specific medications being administered in the program.

“5 Rights” Of Medication Administration Training

Administered by Dr. Maryanne McGovern, Health Care Consultant

1. Right child
2. Right medicine
3. Right dose
4. Right time
5. Right route of administration

Should a medication error occur, ECC will be notified, the regional Poison Control Center and the child’s parents will be contacted immediately. The incident will be documented in the child’s record at the facility.

Pet Policy

The lead teacher and/or the director will be responsible for checking the appropriate care instructions for pets both indoor and out. All animals requiring immunizations will require proof of immunizations and be in good health and free of any diseases which can be transmitted to humans. All pets will be secured in clean living quarters. Children and staff will follow proper hand washing after feeding or handling pets. No reptiles are allowed in the program due to the risk of salmonella infections. Program staff must make sure that any child who is allergic to a type of animal is not exposed to that animal.

Transitions

Transitions work better when we know what to expect. By planning transitions, we can help children adjust to new settings and approach new experiences in a positive way.

Transitions happen when:

- Children enter a program for the very first time
- Children go from preschool to kindergarten
- Children move to a different community
- Children attend more than one program

The teachers welcome new children and parents into the program in the following ways:

- Registration and tour of preschool – parent and child
- Open Houses – held before each semester – children and parent to visit one week before they begin attending
- Parent and staff orientation meeting – held third week of fall semester at 7 pm
- “All About Me Books” – bringing the home/school experience – each child has own special book
- Information obtained on each child included on the enrollment forms – special interests, activities, temperament, check list, etc. Forms are updated every four months or as needed

On-going communication includes:

- Daily greeting and good-bye of all children and parents
- Daily sign-in and out-form

- Weekly or, if needed, daily discussion with parents on child's progress/concerns. Lead teacher is available for weekly call in times through telephone communication, email and face to face communication. Call in times and days are set each semester.
- Parents and teacher mailboxes provided at preschool for regular communication
- Message board – special place to leave messages for children
- Choice cards and cubby cards – each child to select cubby for the day and own activities
- Parent resource room – materials available on a variety of topics as well as resources in the community (a list of books and videos provided in parent handbook and are updated)

Help with separation issues

We understand young children often have difficulty with separation. We want to reassure you that we are always ready to talk to you and comfort your child. Always say good-bye with a kiss, hug and a wave! Be firm, but friendly about leaving. If your child whines or clings, prolonging the good-bye will only make it harder for yourself and your child.

Saying good-bye

- Be consistent
- Follow the same routine - walk in, hang up coat, find choice cards
- Always say good-bye

We are there to help during these transition times and help to comfort your child once you leave. We offer comforting words such as, “I know it’s hard to say good-bye.” Once you have gone through your good-bye routines a few times, your child will get to know what to expect and the good-byes will be less difficult. After a short period of time, your child’s anxiety about you leaving ends quickly after you leave. Should this not be the case, we want you to know that we would call you to let you know how he/she is doing.

Your child will pick up on your confidence about having chosen a good place to him/her to be while you are away. Good feelings are contagious. So the first step in adjusting to saying good-bye is to be sure you are comfortable with your decision to enroll your child in our program. Please let us know if we can be of further help. We want you to know that separation adjustment is normal and we have the experience of helping you and your child ease through this transition time.

End of the Program

- Prepare for children “Moving On” using books, music and games
- “Moving On” ceremony - held in May of each year for children going on to kindergarten in the fall
- All other children leaving the program - a special good-bye activity is planned to help the children make a smooth transition
- Children/parents invited back to visit
- Information shared on children with local schools with parental consent

For more information about transitioning to kindergarten in Boston, countdowntokindergarten.org

Facility Cleaning Routines

The facility will be maintained in a clean and sanitary condition and carried out as indicated in the NAEYC cleaning frequency table. When a spill occurs, the area will be made inaccessible to children and the lead teacher will be notified about the need for clean-up. When surfaces are soiled by body fluids or other potentially infectious material, they will be disinfected after they are cleaned with soap and water to remove all organic material. Facilities emergency help line will be called for immediate cleaning. Staff clean and sanitize toilet seats, toilet handles, bowls, doorknobs, handles and floors, either daily, or immediately if visibly soiled (including potty chairs). Surfaces will be disinfected using a (non-toxic) solution of 1.4 cup of household bleach to one gallon of tap water (or 1 tablespoon of household bleach to one quart of water) made fresh daily by the lead teacher. To disinfect, the surfaces will be sprayed until glossy. The bleach solution will be left on for at least two minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry.

The facility will provide training for staff that is responsible for cleaning. Such training will include cleaning techniques, proper

use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the United States Occupational Safety and Health Administration about the use of any chemical agents.

Routine cleaning of the facility will be supervised by the lead teacher according to the schedule and procedures. The Salem State University preschool facility is maintained by the university's facilities department. Checklists are provided and completed by assigned personnel. The director meets with the director of facilities, at least twice a year or as needed, to review the checklists and to make needed repairs or special cleaning as required in accordance to licensing and NAEYC accreditation requirements. Caution will be used when shampooing rugs in areas used at any time for children to crawl. Facility cleaning requiring potentially hazardous chemicals will be scheduled to minimize exposure of the children.

Protection from Heat Policy

Extreme heat can be as hazardous to children as extreme cold. When playing outdoors in warm weather children should wear lightweight cotton clothing. Drinking cool beverages, especially those with low sugar content (like water) also helps the body to maintain a comfortable temperature. The heat index is an indication of how the temperature "feels" and is a combination of actual heat and relative humidity. A heat index of 80 Fahrenheit or below is considered comfortable, and safe for children to play outdoors. A heat index between 80- 90 degrees F means that children should be closely observed while outdoors, and outdoor play time should be limited. When the heat index is above 90 degrees F young children should not play outdoors, and older children should only play outdoors for short periods of time. Again, local weather reports are a valuable resource for obtaining heat index information.

Toys/Classroom Materials Care Policy

The lead teacher will be responsible for checking that all toys receive appropriate care and meeting the following guidelines:

1. The lead teacher will check toys accessible to children less than four years of age using a small object tester and a ruler. Objects are prohibited that have removable parts, or a diameter of less than 1¼ inch and a length of less than 2¼ inches, or are small enough to fit completely in a child's mouth. No latex balloons, plastic bags, and Styrofoam objects can be accessible to children under four years of age.
2. Children in diapers will have only washable toys.
3. All toys that are mouthed during the course of the day will be set aside in an accessible container before another child plays with the toy. Mouthed toys will be washed and disinfected. Toys must be washed and disinfected by hand or by washing in a dishwasher. To wash and disinfect hard plastic toys: soak and scrub the toy in warm, soapy water. Use a brush to get the crevices clean. Rinse in clean water, then immerse toy in a solution of bleach water as when washing dishes by hand. Air dry. Plastic hats in playhouse are wiped before each use with Clorox wipe.
4. Cloth toys for children who are still mouthing toys will be limited to use by only one child and cleaned in a washing machine and dried in a clothes dryer every week, or more often if heavily soiled.
5. Toys used by children who do not put these objects in their mouths will be cleaned at least weekly and when obviously soiled. Soap or detergent and water followed by clear water rinsing and air drying will be used. No disinfecting is required.
6. Water tables where more than one child plays in the same water will not be used unless the container and toys are disinfected before each use of the table, the children all wash their hands before they use the table and staff supervise the water play closely to be sure no child drinks the water or has any contact between body fluids (from the child's nose, mouth, eye) and the water in the water table. An alternative to these precautions is to give each child a personal basin of water for play and supervise to be sure children confine their play to their own basin. Water is drained through table drain and fresh water is added when a new group enters, morning and afternoon.
7. No toys allowed that have sharp edges, are coated with lead paint, have breakable glass, screws that have unthreaded, or that present risks of injury from common use will be permitted in classrooms.
8. Toys that are contaminated by bodily secretions or excretions or placed in the mouth will be washed by hand using water and detergent, then rinsed, sanitized and air dried before another child can use it.
–Teacher to oversee checking in lead teacher's absence.

GENERAL CHILD GROWTH AND DEVELOPMENT

Assessment

The Salem State University preschool is strongly committed to authentic assessment of each child in our program. Throughout the year, we will be busy overseeing your child and documenting his/her progress. As teachers, our knowledge of each child helps us to plan appropriately a challenging curriculum to tailor and meet each child's strengths, needs and interests. Assessment is defined as the process of observing, recording and documenting what children do, know and understand.

All information collected is held in a confidential manner.

We use these steps in our assessment process:

- Collect facts-all information secured in file folder
- Analyze and evaluate the collected data on a weekly basis. Collected data includes but is not limited to, information put in child's portfolio.
- Use what we learned to plan for individual child or group
- Results are used to support curriculum goals and individual learning
- Results may be used to identify children in need of referral services
- Results may be used to communicate with families which are sensitive to family values, culture, identity, and languages.

Under the direction and supervision of the supervising lead teacher, all staff at the preschool is involved in the assessment of children and receive ongoing training and teaching resources to support their understanding. Each staff member is assigned two-three children as their "portfolio pals" to complete bi-weekly assessments. Assessment is included as a topic at staff monthly meetings and during weekly resource room time assigned to each staff (½ hour weekly).

Assessment information includes:

- Children received a developmental screening using the **ESI-Early Screening Inventory**
- Completed within three months of child's enrollment into program
- Results shared with parents during parent/teacher conferences and included in comments on child's progress reports
- Use the developmental continuum based on **Teaching Strategies Gold**
- Use guidelines on how to observe children
- Child Portfolios – tools may include checklists, social inventory, anecdotal records, progress reports, samples of work, drawing, paintings, writing, stories, block building, etc.
- Assessment tools are used to inform parents meeting their family culture, experience and language needs
- Daily clip board classroom discussions
- Project work – documentation panels
- Children's portfolios – includes sample work of writing, drawings, paintings, block play constructions, stories, poems, etc.
Photos included to support their work – **parents are welcome to view their child's portfolio at any time**
- Wide collection of assessment books/videos available in staff resource library
- Weekly communication with parent's checklist – to share information informally with parents on a weekly basis, along with an opportunity for families to share observations from home to contribute to the assessment process.
- Progress reports – completed on each child in December and May of each year. Copies are provided to each family, parents also have an opportunity to sign up for a parent/teacher conference held twice a year to discuss the child's report and collaborate on goals for the child.
- All educators, parents, specialists, and consultants are given the opportunity to contribute to the progress report

Guidance and Helping Children

- Try to state suggestions or directions in a positive way. Avoid “don’t.”
Example: “The sand stays in the sandbox” rather than “don’t dump the sand on the floor.” Avoid “good boy,” good girl.”
- Speak directly to the child. Do not call across the room to a child. Use a tone of voice that reflects your confidence in your ability to guide the situation. It is important to help a child feel confident and reassured, rather than threatened.
- Give a child a choice only when you intend to leave it up to him.
- Avoid motivating a child by making comparisons between one child and another. This encourages competitive feelings and may cause the child to feel less respect for him/her self.
- Redirect the child from undesirable behavior. Try to keep your suggestions related to the child’s motives and interests.
–“Wash your hands in the sink, and afterwards I will set up the water play activity.”
- Help children understand why you are asking something of them.
–“Put away the puzzle if you are finished because the pieces may get lost.”
- Encourage independence. Give the child a minimum of help, but give help when you feel it is needed. Sometimes a clue is just enough. Encourage older children to offer help to younger ones (bathroom, eating, dressing, etc.)
- Be alert to all possible hazards to the safety and health of the children (climbing on splintered fences, wet clothes, running with scissors). Avoid turning your back on the group when helping one child.
- Teachers need to distribute themselves throughout the preschool and playground rather than grouping together. Your attention and concerns need to be on the children; observing, guiding, encouraging creative efforts, problem solving, and attempts at friendship.
- Observe professional ethics- we need to discuss children’s behavior in order to understand them. It is important that we keep our conversations confidential.
- Avoid artificiality. Avoid talking “down” to a child or telling them things that are not true. Be yourself, enjoy yourself.



General Health and Safety Guidelines

- All staff must be alert to the health of each child, known allergies or special medical conditions.
- Under the supervision of the supervising lead teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff are to follow proper procedures for hand washing, using disinfectant and following universal precautions to prevent infections.
- All staff are familiar with evacuation routes and procedures.

Limits to Ensure Safety and Growth

1. Running outside only- unless it is a supervised activity.
2. Children participate in snack preparation, pouring own milk and clean up. Self-help in all areas.
3. Children sit while eating.
4. Scissors to be used at tables while child is seated.
5. Physical contact is important. Children need a lap to sit on or a hand to hold. However, avoid “carrying” a child around. Encourage independence, but not at the expense of affection.

School Rules

Teachers provide children with opportunities to develop the classroom community through participation in decision making about classroom rules, plans and activities.

Examples include:

- We must wash our hands many times at school, especially after using the toilet and before eating
- To be safe, all four legs of the chair must be on the floor
- We use inside voices inside school
- We use kind words in school
- We sit on our bottoms on the floor and on our chairs
- We walk in school
- We use our words - no pushing or hitting
- Children eat their own lunches - no sharing of food

Playground Policy

The Salem State University Preschool Program follows the Department of Early Education and Care regulations in regard to playground safety that impacts outdoor space, surfacing, fall zones, equipment, entrapment hazards, and supervision.

- The director and lead teacher make systematic safety checks. The facilities department is notified of any problems immediately and repairs are made. The playground is inspected and maintained on a regular basis.
- Effective supervision, as defined by, one staff: six children is maintained at all times; staff are assigned to areas of high use such as climbing structures
- Staff are trained on how to transition to and from the playground including face-to-face attendance of all children
- The teacher in charge is responsible for counting children to and from the playground and checking all areas before coming back in, plus frequent checks during outdoor playtime
- Staff responds to inappropriate play, aggression and bullying, dealing with the behavior in an effective manner
- Social conversations among staff are avoided and attention is on children at all times
- The surface is regularly raked and free of dangerous debris
- Approved wood in all fall areas is maintained at nine inches
- No opening is less than three and a half inches nor greater than nine inches so as not to entrap a child's head
- Children should not use ropes, scarves or other similar objects that have the potential to become entangled and create a strangulation hazard
- Basic playground rules are reviewed with children and staff regularly
- No climbing on fences
- Each piece of play equipment is placed within designated areas free of obstacles and in compatible areas
- Staff records and logs any playground injuries—the equipment involved is noted in a log
- A wide variety of play materials and activities are provided and planned to maintain a creative outdoor classroom environment—including easel painting, drawing, games, dramatic play, music, science, nature, and so on
- The sand box is covered before leaving the playground (before lunch and at end of the day)
- Ride on toys are restricted to the log cabin and sand box areas—no toys are allowed near the climbing structures
- Staff supervises all areas—including the monkey bars, bean stock, ladder and slide, sand box, and log cabin
- Feet first on slide—no climbing or standing on slide, no toys on slide
- Set out one or two large toys from shed to avoid overcrowding
- Children help clean up toys before they go inside



Teachers check children before they go out

- The number of children and staff are counted
- Wet areas are wiped dry when necessary
- Standing water is removed to avoid problems with mosquitoes
- Shoes are tied and must be safe for playing, rubber shoes only—no crocs, sandals or dress shoes
- No jewelry or clothing that has drawstrings or other entanglements
- First aid kit, latex gloves, facial tissues, and small trash bag are taken onto the playground daily

Defining Limits and Goals

- PLAYHOUSE - Dramatic play area; encourages dramatic play. Dress up props and blocks in this area only.
- RUG ROOM - Puzzles and other free play materials. All about me books.
- MAIN ROOM/KITCHEN - Painting, gluing, play-dough, and drawing. Used for snacks and lunches also. All children must sit while eating and drinking.
- LIBRARY - A quiet corner for looking at a book or quiet conversations. Not an area for active play.
- BATHROOM - Only two children at a time to use sink for hand washing.
- SAND/WATER TABLE - Sand to stay in table, as is water (avoid splashing). Children are to stand at table as to strengthen upper bodies.
- ANIMAL CARE - Children to observe animals quietly. Handling animals is not encouraged. (See Pet Policy)
- CLEAN UP - All children are required to put away a puzzle or game before choosing another one. A five-minute notice before clean up is given to allow children to finish their project.

Guidelines for Each Classroom Area

Main classroom area:

Room use:

- Painting, clay, stencils, light table, art corner, drawing, science/math table, small-motor area, projects, snacks, and lunch.
- One staff assigned to each activity, when possible.

Safety guidelines:

- Children to put away materials after use.
- Scissors to be used while seated.
- All children to be seated while eating/drinking.
- Clean up spills immediately.
- Push in chairs after use.
- Keep floor clear of litter.
- Keep lunch boxes under chairs while eating lunch.
- Walking at all times- do not run.
- Smocks to be used for painting- in cabinet next to easel.
- Self-help skills—encourage children to:
 - Pour own milk
 - Wipe up spills
 - Attempt to write name on all papers
 - Place artwork on drying table.
 - Put lunch boxes away.



Rug Room:

Room use:

- Taped-off area, games on the rug, singing time, circle time/morning meeting, story time, choice board, and telephone.

Safety guidelines:

- Keep doorways clear to avoid traffic problems; encourage children to play in the middle of the room.
- Children to use a rug mat while playing games and to return toys to shelf before selecting another.
- Staff to sit with children on the rug.
- Keep taped-off area as a separate choice area.

Choice board:

- Children select activity areas from the board. Several options are provided for children to independently select the activity in which they want to participate. The child places their name card on the board below the activity to identify their selection. Each area is designed for a specific number of children. The goals of the choice board are to guide the social development of the children and their interactions and to allow the teaching staff to gather information on skills, interests, and group dynamics. Choice board is used from 8 to 10 am and 1:15 to 2:30 pm.

Hallway area:

- Transition area.
- Children select cubbies and choice cards.
- Children not to be hallway, unless they are going to cubbies.
- Be sure the door is closed tightly at all times. Supervise children at all exits.

Playhouse Room:**Room use:**

- Dress up, block play, dramatic play, and location of back bathroom.
- One or two staff to supervise area at all times; focus on children at all times - NEVER leave this room unsupervised.

Safety guidelines:

- Keep all doorways free and clear.
- Keep trucks and blocks out of playhouse loft.
- No jumping off playhouse rails/stairs.
- Children to crawl through tubes head first, keeping legs straight. (To avoid getting stuck.)
- Use block-building platform for wooden blocks. Children may keep structures up to create at another time.
- Children to return materials to proper storage place after use.
- Tracking tube to be used for small, soft balls or foam materials. Place small bucket at end to catch materials.

Sunroom Area:**Room use:**

- Sand table, water table, library, message board.

Safety guidelines:

- Keep floor free of sand - sweep as needed.
- Wipe up all water spills.
- Children to wash hands before and after sand/water play.
- Sand play - limited to three children.
- Water play - limited to two children.
- Sand toys are pre-selected and stored in separate drawers in a small cabinet.
- Library for quiet reading and conversations. Not an area for active play. Children are to return books to shelf after use.
- Message board - area for children to exchange and receive message from friends, family, and teachers. Children may use desk in library to write messages.

Daily Transitions

The program provides opportunities for individual, small group and large group activities and experiences throughout the day. The daily schedule is planned and children become familiar with the general daily schedule. A poster illustrating each time of

the day and the corresponding activity is posted in the rug room next to the choice board. The daily schedule is consistent but flexible to the individual and group needs.

The classroom teachers help children prepare for changes in the daily schedule by giving children the five minute clean-up time warning and also gather the group together using various games, songs and exercises to make transition times both fun and organized. Transitions are in the in-between times when children are moving from one activity to the next (from choice board time to morning meeting, from snack time to music activity etc.) Waiting time can be a source of difficulty for some children. Teachers are aware of individual differences and provide support and encouragement as needed. Children also serve as mentors and are encouraged to help one another.

Making routines comfortable for children and using these as learning times can greatly enhance the daily schedule. Classroom helpers and leaders are chosen to help lead the group at snack and lunch time and for outdoor or gym time. Preschool age children benefit most when they can explore and pursue activities that they select on their own. Our choice board set up and project work reflect this understanding on best practices. Preschool age children flourish in a well organized, clearly defined classroom environment. The environment as the Reggio Approach informs is the third teacher which promotes independence, collaboration, fosters decision making and encourages imitative and involvement. When the classroom is arranged with these goals in mind, it supports the development of social competence which is the underlying goals of the Salem State University preschool. Goals of the program include the following:

- A balance of active and quiet times
- Ample of time for large gross activities both indoors and out
- Sufficient time for children to select their own activities
- Children meaningfully involved during transition times with games, conversations, songs, jobs to help with, setting up nap mats, snack preparation etc.

Enhancing Creativity

Questions to Invite Creativity:

- What can you say about this?
- Does this remind you of anything?
- What can you do with this?
- Can you make a puzzle out of this?
- Can you rearrange this?
- What is the same/different about these things?
- Can you change this into something else?

Creative Play and Involvement:

Most students of early childhood education have frequently heard the term “free play.” What does this really mean? Free play is preparing the classroom to invite and encourage children to use their imagination, to practice motor skills, and to offer opportunities to play cooperatively. Free play is a time of learning about themselves. The place of adults is to set up the equipment for play, provide freedom and guidance to explore, experiment and discover.

“Seeds” for Creative Play:

The following are some ways to expand and enrich the child’s play.

- REARRANGE - interchange puzzle pieces and manipulative toys to form a new way to use it.
- COMBINE - an assortment of pieces to form a new game or activity.
- ALTER - take away or add to an existing structure.



Commenting About Children's Work:

- Avoid using judgmental comments. "I like that..."
- Use comments that describe what you see. "I see that you used two squares and a circle in your painting."
- Ask open-ended questions to provoke and lead children to more problem solving. "What would happen if you added a square block to the top of your building?"
- Making constructive comments is a skill. We are all learners here at the preschool. Practice these skills and help each other too. Give a child time to explore materials before asking a lot of questions. Give a child time to answer and think about your questions. If necessary, re-state your question if the child does not respond.



Asking Open-Ended Questions:

A question like "What color is that block?" evokes a one-word answer, but an open-ended question "Tell me about the blocks you are using," encourages a child to describe the blocks or explain what he/she is doing. There is no right or wrong answer here.

An answer to an open-ended question gives us a window into what that child is thinking and feeling. And the response is sometimes wonderfully creative. In explaining or describing, children also use language more fully when asked open ended questions. In our program, we try to think of good questions to ask children. You might hear one of us say to a child:

- Tell me about your picture.
- What else can you do with the play-dough?
- What could you use to make the tower stand up?
- What do you think would happen if _____?
- Is there another way to _____?

It is difficult to change the closed-ended question habit, but when we ask open-ended questions, children reap great benefits as they think through their responses to express what they want to say. And with their answers, we find out more about what they think and feel.

Questions Across the Curriculum:

ART AREA:

- How many ways can you use a piece of paper?
- What will happen if you paint on frozen paper?
- How come the red marker looks different than the red crayon?

BLOCK AREA:

- What will happen if you add more blocks to one side of your tower?
- What can you build with blocks and paper tubes?
- How many ways can you build a bridge?
- Use a book to spark imaginations for block building, dramatic play etc.

DRAMATIC PLAY AREA:

- How many ways can you use a scarf?
- What can we do with a cardboard box?
- How can you make something to carry the baby doll?

MANIPULATIVE AREA:

- How are these objects the same and different?
- How can you build something that rolls?
- Can you use these toys to measure the table?

SAND/WATER AREA:

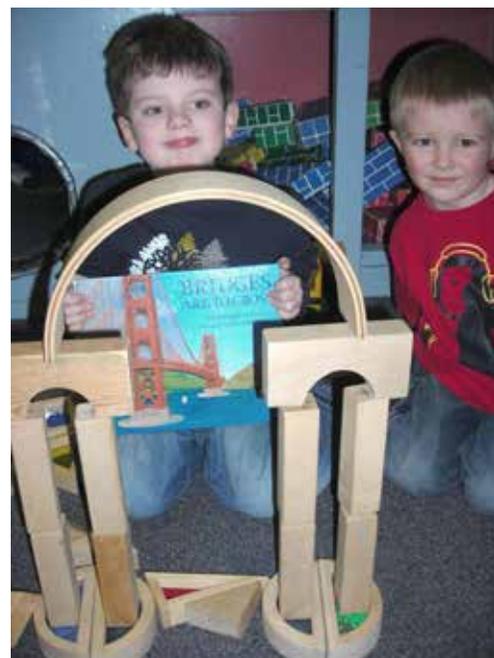
- How can you keep the sand from leaking out of the sieve?
- Which container will hold the most water?
- We encourage staff to use the book *Across the Curriculum* in each of the choice areas.

Learning with Blocks:

Blocks are open-ended materials that stimulate young imaginations, provide choices for discovery and invention, and promote the development of problem solving-skills. One day a block may be an airplane. The next day that same block in the hands of the same child can be a sofa for the house he/she is building. Building with blocks helps to develop young children's eye-hand coordination, visual perception, and large and small motor skills. It builds self-confidence and provides opportunities for creativity and dramatic play. These things occur naturally when children play with blocks. Use books to facilitate creative block building.

We also find that working with blocks often deepens children's engagement with literature and literacy. A child may be inspired, say, to construct the three bears' chairs and beds, a pirate boat, or an enchanted castle.

We sometimes take photographs of children's block creations and invite the children to caption the photos. We also encourage girls and boys to make their own signs for their creations. In these activities, children are exposed to print in meaningful ways.



Inviting children to reconstruct buildings and other things they have seen on field trips is one way we encourage their thinking in relation to social studies. They work with concepts behind maps and models, and as they build block cities, farms, and factories, they work out their own understanding of these complex sites and communities. Children also develop mathematical and scientific concepts, such as balance and gravity, as they work with blocks. Blocks are engrossing and fun for young children, of course. They are also invaluable tools for promoting children's development on many fronts.

What Is "Developmentally Appropriate Practice?"

You probably noticed that our classroom has a lot of bustle and noise; that children are up doing things, talking, playing, and exploring. Such a classroom environment differs from the old grade-school images of a teacher doing a lot of talking at a blackboard while children sit and listen quietly at their desks. Research and experience tell us that to be effective with young children, teaching practices need to be "developmentally appropriate." What this means is simply that educators need to think first about what young children are like and then create an environment with experiences that are in tune with children's characteristics.

Early childhood, after all, is a time of life quite different from adulthood, and even more from the later school years. Children three to six learn from both child-guided and adult-guided experiences. They learn extraordinary amounts through play and exploration. And the younger children are, the more what they learn needs to be relevant and interesting on the day they learn it, not just in the context of some future learning.

Based on such knowledge about what children of this age are like, we design our program to fit them. It works a lot better than trying to redesign children!

A developmentally appropriate program like ours is age-appropriate, but that's not all. To make a program a good place for every child, we gear our classroom environment and activities to this community and the families involved. We are eager to learn as much as we can about a child's cultural background, past experience and current circumstances. With this knowledge, we work to create a program that fits the children and the families we serve.

Intentional Teaching

“The intentional teacher acts with knowledge and purpose to ensure that young children acquire the knowledge and skills (content) they need to succeed in school and in life. Intentional teaching does not happen by chance; it is planful, thoughtful and purposeful. Intentional teachers use their knowledge, judgment and expertise to organize learning experiences for children; when an unexpected situation arises (as it always does), they can recognize a teaching opportunity and are able to take advantage of it, too.

Intentional teaching means teachers act with specific outcomes or goals in mind for children’s development and learning. “Academic” domains (literacy, mathematics and science) as well as “traditional” early learning domains (social and emotional, cognitive, physical and creative development) all have important knowledge and skills that young children want and need to master. Intentional teachers therefore integrate and promote meaningful learning in *all* domains.



Intentional teaching requires wide-ranging knowledge about how children typically develop and learn. Teachers must have a repertoire of instructional strategies and know when to use a given strategy to accommodate the different ways that individual children learn and the specific content they are learning. At some times or for some content, children seem to learn best from *child-guided experience* - that is, they acquire knowledge and skills through their own exploration and experience, including through interactions with peers. At other times and for other content, children seem to learn best from *adult-guided experience* - that is, in set-up situations in which their teachers introduce information, model skills, and the like.



The division between what is child-guided and what is adult-guided experience is not a rigid one. Rarely does learning come about entirely through a child’s efforts or only from adult instruction. In any given subject, how a child learns will vary over time. For example, young children begin to build their speaking and listening skills through spontaneous and natural conversations (child-guided experience). However, they also learn syntax and vocabulary from the adults around them, and teachers often make a point of introducing new words and structures (adult-guided). Children also differ individually in how they like to learn. Some do a lot of exploring and thinking through problems on their own, while others very readily ask adults for information or help. But every child learns in both modes.

Similarly, the division of content into the knowledge and skills that seem to be best acquired primarily through child-guided experience versus those through adult-guided experience is not an exact process. For example, in typically developing children, basic language abilities clearly are acquired largely through child-guided learning experience (albeit, with linguistic input from the adults around them); children are born with the capacity to hear and reproduce the sounds of speech and are inherently motivated, as social beings, to communicate with others. By contrast, identifying the letters of the alphabet is something that children cannot do intuitively; as arbitrary creations of a culture, letter forms and their names clearly are learned in adult-guided experience. In other content areas, the division is not so clear. But even in cases where assignment to “primarily child-guided” versus “primarily adult-guided” is more difficult, knowledgeable educators can make a determination that most will agree on.



The divisions are imprecise. But it is still useful for teachers to consider when and how to support children's own discovery and construction of knowledge, and when and how to convey content in teacher-guided activities and instruction. The intentional teacher asks which type of learning experience is likely to be most effective in which content areas, and what teachers can do to optimize learning in that mode. It also emphasizes that regardless of whether children engage in child- or adult- guided experience, teachers always play a vital educational role by creating supportive environments and using instructional strategies to advance children's thinking to the next level.

In other words, both child-guided and adult-guided experience have a place in the early childhood setting. It is not the case that one is good and the other bad, or that one is developmentally appropriate and the other not. Intentional teachers understand this and are prepared to make use of either or both in combination, choosing what works best for any given subject, situation, or child."

Epstein, A. 2007. *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning*. Washington, D.C.: National Association for the Education of Young Children.

More Than One Kind of Smart

"He has a low IQ." "She's very intelligent."

Sometimes we talk as though intelligence were a single commodity that people have in greater or lesser supply. Yet we see all around us adults and children who are very smart in math, but not at all good with words; musically gifted, but klutzy on the athletic field; and so on. Most of us, in fact, struggle with some tasks and sail through others.

Educators know now more about this variety in individuals' "intelligences" - the modes we use to interact with the world - thanks to the work of psychologist Howard Gardner. Seven of these intelligences are described by Gardner.

Children with a **musical** intelligence have a natural ear for melody, rhythm and other musical elements; **spatially oriented** children enjoy reading maps and exploring how mechanical devices work. Other children are more at home using their **linguistic** aptitude—telling stories, playing with words, and reciting tongue twisters. Strong **logical-mathematical** intelligence shows up not only in math aptitude, but in enjoyment of games and problems requiring logic and reasoning. Children who learn best when they are moving and handling things rely on their **bodily-kinesthetic** intelligence. An affinity for the natural world and its creatures stands out in children with a naturalistic mode of intelligence. Finally children who make friends easily and have plenty of "street smarts" are **interpersonal** naturals, while quiet thinkers and strong willed-debaters shine in the more internal, reflective **intrapersonal** mode.

All of us have preferred modes of intellectual functioning. At the same time, we need to use each of the modes in one situation or another. Recognizing various ways that children think and learn, teachers can help children both to use their individual strengths and to become more adept in learning modes that are *not* their strong point.

Fostering Tolerance and Respect

Children are born without biases about other people of any race, culture, gender, or disability. We sometimes wonder if we can raise children free of prejudice by just leaving well enough alone and making sure not to pass on negative attitudes. Unfortunately, it doesn't work this way; society's messages are too pervasive. As parents and teachers, we need to take positive action if children are to grow up being comfortable with who they are *and* respectful of others.

We want to work with you to create a program that helps to counter society's message of bias and reflects the cultural background of all the children and families. To begin with, we choose books, dolls and even pictures on the wall, with an eye to finding balance and showing children what they see too little of elsewhere. Are we doing this to be "politically correct?"

Not really. We're committed to helping children grow up confident of their own identity, respectful of other people, and aware of the rich diversity of their community and the world. We can only do this by working closely with our families, hearing your perspectives, and finding out more about the cultural background that each child brings to the program.

Children's Friendships

Children today are beginning earlier in social situations and they are spending more time with peers than they used to. With more mothers of preschool-age children joining the work force, more children are in childcare settings. Recent studies have found that some friendships formed in the early years of childhood are second only to family relationships in importance. From such findings comes a heightened awareness of the social and emotional importance of friendships in the early years.

Enrollment in an early childhood program offers children social experiences that might not be available to them in relationships with adults or siblings. With many friends her own age, a child encounters lots of opportunities to negotiate and compromise. Children are encouraged to express opinions and ideas, as well as to respect others.

Interaction with and acceptance by peers have long-term effects on a child's life. Preschoolers develop social competence in three main areas: initiating interactions, maintaining ongoing relationships, and solving conflicts with other children.

While some children easily join a group at play, others have difficulty. As adults, we can help young children learn social strategies for entering playgroups or for talking to other children about what they want. Watching for a few minutes and then saying "I'll be the big sister, okay?" works better than "Hey, let me do that!"

We need not be too concerned when children frequently change best friends. A friendship may last only for an afternoon of play. However, if the child does not seem to have any special friendships at school, he may benefit from one-on-one time with one of the other children outside of the early childhood setting. Playing together a few times outside of school often gives two children a level of comfort with each other that carries over to their time at school.

—Taken from *Family Friendly Communications for ECE*. NAEYC Publication by Deborah Diffily and Kathy Morrison.

The Message Board - Help Make The Connections

We want to encourage all our teachers to be observing children's social interactions. Look for opportunities when one child is comforting another, problem solving, playing and enjoying one another, helping another child etc. These are times to "quietly" suggest they write a message to their friend. We want all staff to help us build a community of learners and care givers. Parents are also invited to leave messages too!



We know the value of friendships in children's lives. That's one reason we model for children appropriate friendly behavior in social situations. We also want the children to value the importance of helping on another and expressing their joy in being with one another. Interactions with and acceptance by peers have long-time effects on a child's life.

The **message board** is a great vehicle for making these connections—plus the message board to is great place for them to leave surprises for one another. Look for things/ways for children to surprise one another with a small "**treasures**" he/she would like (an autumn leaf, a heart sticker made by child, a colored bead or sparkle thing, nature objects.) By getting to know one another, they will learn what is special and unique to each child.



The message board is also a personal space that invite creative thinking and writing skills. The message board can also help children connect with one another, ask questions, invite fun exchanges and surprises! In the Reggio Schools the message board contributes to the element of joy and surprise in the daily lives of the children. **Children innately love surprises!**

Observation and Documentation of Children’s Growth and Development

All staff will participate in on-going assessment of children in classroom activities. Staff will be required to use various observation and documentation tools.

Under the supervision of the lead teacher, all staff will provide:

- Clip-board commenting on children’s conversations and interactions
- In-put into children’s portfolios
- Written observations completed as a basis for planning appropriate learning activities, as a means of facilitating optimal development of each child in order to identify children who may be in need of more systematic diagnosis and as records for use in communication with families.

The Choice Board

The lead teacher carefully arranges the classrooms and selects materials for each of the 10 choice board areas. The preschool maintains a wide variety of high quality, open-ended materials, which promote critical thinking and creative skills. They include:

- Project work area (see below)
- Art corner
- Easel painting
- Science/math table
- Small desk – light table or manipulatives
- Sand/sater play
- Library
- Rug room – puzzles, games, etc.
- Taped-off area – puppet theater, floor puzzles, creative play materials

Several activities are carefully chosen and posted for the children to independently select the activity they want to participate in. The child places, “signs up,” his/her choice card (name tag) below the activity card to identify his/her selection. There are many choices to choose from and children can move through them according to their own interest. Children are encouraged to focus on an area and complete their task before moving on. They can also return to that area at another time. The choice board goals are to give each child the opportunity to select activities independently, guide their social interaction development, and to allow the teaching staff to gather information and insight on skills, interests and group dynamics.



Project Work

“A project is an in-depth investigation of a topic worth learning more about. The investigation is usually undertaken by a small group of children, sometimes by a whole class, and occasionally by an individual child. The key feature of a project is that it is a research effort deliberately focused on finding answers to questions about a topic posed by the children, teachers, or parents.” —Lilian Katz

The length of a project may vary from a couple of weeks to several months. Project work is only one aspect of the curriculum. There are many learning areas and activities where children are actively engaged. They include singing

time, block building, dramatic play, group story time, snack time, and outdoor play to name a few.

“The extended time and in-depth nature of projects enables rich documentation of children’s growth and development skills.” —Katz

Documentation panels are developed, telling the story of the evolving project. With teacher narratives, photographs, conversations, and sample drawings, the history of the project becomes alive. Children, teachers, parents, and visitors can see first hand what the children are learning and how the investigation is proceeding.



The Creative Process

Children may work on drawings and paintings over many days and sometimes weeks. We focus on the process. Studio arts are a vital and vibrant part of our program. As children draw, paint, sculpt, and work with clay and wire, they begin to represent ideas and their understanding of the world. Each child has a portfolio that is kept in the classroom. Children are encouraged to re-visit their work, make additions and corrections to the drawings and/or paintings. Children’s work remains at school and may not be sent home everyday. We ask for your support and understanding of this concept so children do not feel pressured to produce a piece of artwork. Our approach is not that of “make and take” practice. We work at slowing children

down, helping them see details, and how things change over time. In the process, children think creatively, make decisions and problem solve.

Guidelines for Preschool Based on the Massachusetts Curriculum Frameworks

At the Salem State University preschool, experiences are presented in a developmental sequence and place learning in the context of play and meaningful activities. The mark of a superior teacher is the ability to select materials and interact with children in ways that motivate children to learn through their own play. The art of teaching is founded in a thorough understanding of child development, coupled with careful observation and documentation of a child’s responses to materials and interactions. Experiences are that:

- Young children learn by doing and need to be provided with many varied opportunities to explore and experiment with concepts through play and hands-on activities in the natural environment.
- Although children develop through a generally predictable sequence of steps and milestones, they may not proceed through these steps in the same way or at the same time. The younger the child, the greater their need for first-hand, sensory experiences.
- Through play experiences, preschool children constantly refine their skill development and understanding. As teachers observe children’s play and development, they can identify the signals for providing new stimulation and challenges.
- Activities, environment, and materials may need to be adapted to meet children’s individual needs, including modifications for children with disabilities.



Strategies for fostering learning in all curriculum areas include many, varied opportunities for children to:

PLAN: Children consider what they are going to do with the materials and how they are going to do it, to build a foundation for setting goals for themselves.

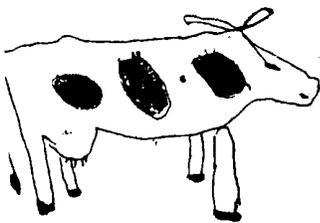
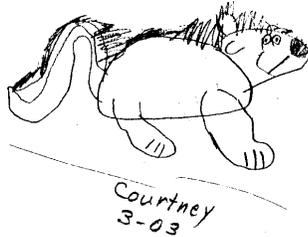
PLAY: Children use materials and make choices in ways that best suits their own personal curiosity, understanding, and experience joy in creating meaning for themselves.

REFLECT: Children recall/reflect on things that happened during their experiences; thereby reinforcing or questioning their understandings.

REVISIT: Children practice skills and replay their experiences over and over in many different ways and either confirm their understanding or adapt it based on new discoveries. As they explore, their understanding spirals, each new experience building on previous learning.

CONNECT: Children, with the guidance of highly trained teachers, create linkages among disciplines and areas of skill development.

—Taken from the Massachusetts Preschool Curriculum Frameworks



DEVELOPMENTAL MILESTONES: AGES 3 THROUGH 5

3-Year-Olds

Gross Motor Skills	Fine Motor Skills	Language	Social and Emotional Development
Walks with an agile	Assembles simple puzzles	Understands most of what is said and 75 percent of speech is understandable	Follows simple directions; enjoys helping with household chores
Catches large balls and throws over head	Manipulates clay; finger paints	Speaks in complete sentences of 3-5 words	Begins to recognize own limits – asks for help
Rides a tricycle	Copies simple shapes, such as a cross or circle	Understands concepts of “now,” “soon,” and “later”	Likes to play alone, but near other children (does not share well)
Climbs ladders; uses slide independently	Stacks blocks up to nine high	Begins to recognize cause-and-effect relationships	Begins to notice other people’s moods and feelings

4-Year-Olds

Gross Motor Skills	Fine Motor Skills	Language	Social and Emotional Development
Running is more controlled; can start, stop, and turn	Copies crosses and squares	Uses a 1,500-word vocabulary; speaks in relatively complex sentences (“Mommy opened the door and the dog ran out.”)	Takes turns, shares, and cooperates
Turns somersaults; hops on one foot; gallops	Prints some letters	Understands words that relate one idea to another – if, why, when	Expresses anger verbally rather than physically
Can easily catch, throw, and bounce a ball	Uses table utensils skillfully	Understands space concepts (more, less) and past, present, future, but does not understand the duration of time	Can feel jealousy and may lie to protect self (but may not understand the concept of lying)
Can brush teeth, comb hair, wash, and dress with little assistance	Cuts on a line	Thinks literally; starting to develop logical thinking	Enjoys pretending and has a vivid imagination

5-Year-Olds

Gross Motor Skills	Fine Motor Skills	Language	Social and Emotional Development
Runs in an adult manner	Hand preference is established	Speaks fluently; correctly uses plurals, pronouns, tenses	Distinguishes right from wrong, honest from dishonest, but does not recognize intent
Walks on tiptoe, broad jumps	Laces (but cannot tie) shoes	Very interested in words and language; seeks knowledge	Plays make-believe dress up (mimics adults)
Walks on a balance beam	Grasps pencil like an adult	Uses complex language	Seeks to play rather than be alone; friends are important
Skates and jumps rope	Colors within lines	Thinking is still naïve; doesn’t use adult logic	Wants to conform; may criticize those who do not

Remember that these milestones represent averages, not rigid developmental deadlines. Children move through these changes at carrying rates, some sooner, others later.

Adapted from: *Creative Curriculum*

Closing Statement:

It is our hope that we can exchange ideas to combine our efforts in providing a stimulating and challenging learning experience for the children and ourselves. Please feel free to talk to the director or supervising lead teacher should you have any questions.

