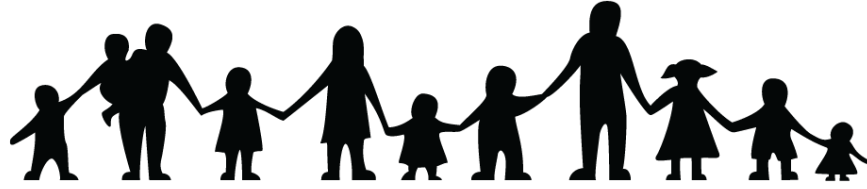


GROWING MINDS ARE THE KEY TO OUR FUTURE!



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ASSOCIATED STUDENTS, INC. | SACRAMENTO STATE  
**CHILDREN'S CENTER**

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# Student Staff Manual

Associated Students Children's Center

6000 J Street

Sacramento, CA 95819-6037

(916) 278- 6216

Fax (916) 278-4875

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

## Hours of Operation

Monday-Friday

7 am - 6pm

*Revised 2019*



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**CAMPUS PHONES**

Dialing on-campus: use their 5-digit number  
 Dialing out: 9 + (###) ###-####  
 Dialing out of zip code: 9 + 1 + (###) ###-####  
 Transfer: Transfer + Extension + Transfer

**POLICE:** 911 (from campus phone)  
 (automatically sent to campus police station)

**NON-EMERGENCY POLICE:** 86000

**CLASSROOMS**

Bambini 1	85111
Bambini 2	85112
Bambini 3	85113
La Casita 1	82114
La Casita 2	85127
La Casita 3	85128
Casa 1	85114
Casa 2	85115
Casa 3	85116

**CONTACT**

Front Desk	86216
Sherry	85120
Samantha	85123
Nancy	82891
Kitchen	85117
Lexi	85126

## PURPOSE STATEMENT

*The Children Center's purpose is to create a community that supports Sacramento State Students to build brighter futures by providing high quality childcare, employment, and leadership opportunities in a wholesome learning environment.*

The Children's Center is committed to:

- Affordable, dependable and convenient childcare for Sac State student families.
- Student employment and internships, which provide experience and build knowledge in early care and education, administration and leadership.
- Involvement with the campus community, valuing our on-going collaborations with faculty, staff, student affairs, and a variety of campus departments and groups.
- An exemplary program, which models current principles and practices in Child Development.
- An environment, which celebrates diversity and respects individual needs and goals by providing an inclusive program.

## CHILDREN CENTER'S PHILOSOPHY

The Children's Center is structured not as an institution but rather as an extension of the family—a support system existing in a home-oriented environment to meet a child's emotional, physical, intellectual, and social growth needs. We consider ourselves a family support service, dedicated to nurturing healthy people.

We believe children and adults learn best where they are honored and respected. In our program, each person is a learner, each a teacher, each a valued and unique individual. Our environment is designed to support the family and teachers through collaborative efforts and best practices aligned with today's current practices in early childhood education and care. The Children's Center refrains from involvement in any religious instruction and/or worship.

We value community involvement, welcome participation, and involvement from families, friends, and the campus community. The Children's Center strives to be an active part of ongoing events and activities around Sacramento State. Through our continuous involvement and collaborations, we believe our children and their families develop an awareness and better appreciation of our diverse community.

## OVERVIEW

The rest of this handbook will provide you with information about our program and administrative details that are important to our collaborative relationship. It will answer most of your questions about the day-to-day operations of the Center. Please read it carefully and refer to it as needed. We have posted it on our website at [www.asichildrenscenter.org](http://www.asichildrenscenter.org) for easy access.

## CLASSROOMS

We serve approximately 200 children ranging from 6 months to 5 years. The Center complies with Title 5 regulations with adult/child ratios at:

- Infants (6 months - 2 yrs.) 1:3
- Older toddlers (2-3 yrs.) 1:4
- Preschool classrooms (2+- kinder) 1:8

The classrooms are organized to meet the developmental need for various age groups. It is our aim to match a child with the program which best meets their individual needs, including placing children with special needs in the program that best suits their developmental level.

# CENTER POLICIES & PROCEDURES

## GENERAL POLICIES

- Firearms and weapons are strictly prohibited in the Center and the playgrounds
- Sac State is a non-smoking campus and smoking is strictly prohibited in or near the Children Center's buildings
- Cell phone use is strictly prohibited in the Bella Room, classrooms, hallways and the playgrounds. You can use the staff room to make calls. Please handle all phone calls before entering or after exiting the buildings.
- Any information about children, families, and employees that you might gain because of being an employee of the ASI Children's Center is confidential. Employees may not discuss any personal information with others. Gossiping may lead to disciplinary action.
- The Children's Center has an open door policy that means families are welcome to come into the classroom to check-in on their child at any day or time without informing staff ahead of time.

## ABSENCES

### **ASI Attendance Policy 070 states:**

Employees are expected to notify their **immediate supervisor** or designated supervisor prior to their scheduled start time each day they are going to be absent from or late to work, unless the absence has been authorized by the employee's supervisor in advance. This notice should include a **reason** for the absence or tardiness, and **specify when the employee expects to return to work**. (Note: "A Family Emergency" is not a reason as it does not indicate the type of leave being requested).

### Center Procedure for unplanned absences:

1. Whenever possible, staff must speak to their direct supervisor prior to the start of their work shift.
2. Call the front desk to ensure a substitute slip has been completed and others affected by the absence are informed.
3. During non-operating hours, **student supervisors (SA IV)** are expected to call the Associate Director's cell and the front office to ensure a qualified teacher will be available to cover the absence. (step 3 does not apply to SAI, SAII, and SAIII positions).
4. Enter the time off request into Dayforce before the end of that specific work week.

### Center Procedure for planned absences:

1. Using a substitute slip (available at the office front desk), staff seek approval from their immediate supervisor requesting the days and times, providing a reason, and when they expect to return to work.
2. If the absence has been approved, the substitute slip is initialed by the supervisor and placed in the substitute folder.
3. If CA Sick leave is being used, staff enters the time off request into Dayforce before the end of that specific work week.

## COMMUNICATION

Communication is an essential part of both professionalism and customer service.

- The Children's Center will communicate with staff via their Sac Link email and phone.
- Staff members are responsible for ensuring the office has a working phone number at which they can be reached.
- When receiving phone calls or email communication from the Center, staff are to review, acknowledge, and respond to messages in a timely manner.

## SCHEDULES

The Children's Center schedule staff for a minimum of two days a week using block scheduling. Shift length is dependent on the number of days a staff is scheduled and generally ranges between 4-6 hours. When taking a position staff are

committing to placement for the duration of the semester. At the end of each semester staff will be required to complete an intent form indicating if they wish to return. Intent forms will be reviewed along with performance evaluations to determine eligibility for continued placement.

Finals week is an entirely different schedule for both staff and children. A few weeks prior to finals you will have an opportunity to sign-up for hours you would be able to work. **No student staff person is required to work Finals Week.**

### **Meetings**

All Monday night staff meetings are **mandatory** for classroom student assistants. Two missed meetings during a semester may result in termination. Staff meetings are paid and we expect you to actively participate. Your attendance and implementing information from these trainings will be included in your performance evaluation. Kitchen Staff will be scheduled for monthly meetings during hours of operation see the cook for more information.

### **Breaks**

Anyone who works a four or more hour shift is entitled to a 15 rest break. Employees must clock-out for any break over 15 minutes long. Talk to your supervising teacher regarding the best time for your break. Please do not assume that you can take a break at a particular time before you have make arrangements with your supervising teacher. S/He is the only one who can give you an accurate assessment of when the room is adequately supervised to begin sending people on break. If you have a special circumstance requiring a specific break time please speak with your supervising teacher. Always inform someone that you are leaving to go on break, and NEVER leave a group of children unsupervised because it is your scheduled break time.

### **PERSONAL BELONGINGS**

It is not acceptable to leave purses, backpacks, cell phones, etc. in the classroom. The lockers in the hallway are available for employee day use.

- You are to put your things in a locker and provide your own lock.
- Lockers are for day use only and need to be emptied after your work shift is over.
- Please note that Cell Phones are not permitted in the classroom.
- Cell phones secured in lockers must be turned off or placed on silent (not vibrate).

The Children's Center is not responsible for lost or stolen items.

### **DRESS CODE**

The purpose of the dress code is for all center employees to present themselves as working professionals. For safety purposes, and to ensure that you are able to participate fully in all activities, you are required to dress appropriately. In general, employees are expected to wear clothing that is clean, fits properly, and is not distracting. Overall personal hygiene, cleanliness, and grooming is expected.

The dress code is as follows:

- Comfortable shoes are recommended (i.e. tennis shoes, flat soled shoes). Shoes may not have a heel of more than two inches (with the exception of office staff). Kitchen staff must wear closed toe shoes.
- Clothing must cover the mid-drift, and torso (including cleavage). Sagging pants are not permitted (this includes pajama pants, and ill-fitting sweat pants).
- Tube tops, halter tops, backless, and see-through tops are not permitted. Undergarments are not to be exposed or visible through clothing.
- Clothing may not denigrate any group, depict drugs, tobacco, alcohol, violence, weapons, inappropriate language or graphics, or be sexually suggestive.
- The length of shorts, skirts, and dresses must be appropriate (mid-thigh).
- Accessories such as large earrings, oversized jewelry, sunglasses, or items affixed to clothing are not allowed when working with children.
- Fingernails must be clean and trimmed to a working length.
- Body piercings and tattoos may be distracting to our clients and will be evaluated by administrators.

- Large coats and jackets may not be worn while working in the kitchen. Aprons and chefs coats are available for use.
- Kitchen staff are also required to pull hair back while preparing food.

Supervisors may ask you to remove an item, wear a center smock or ask you to go home if they deem that you are dressed inappropriately. Please bring clothing/shoes to change into if there is a need for different attire.

## **EVALUATIONS & REHIRE**

Evaluations and individual meetings take place every semester and are required to be re-hired. The student assistants will do a self-evaluation and will be evaluated by a teacher. Together the teacher and student assistant will discuss work performance, attendance of staff meetings, work schedule, and other job-related issues. At the time of the evaluation, the teacher will discuss the issues pertaining to rehire. Students will have the opportunity to evaluate the performance of supervisors. It is our aim to have students stay with us as they develop their skills within the Center.

## **CLASSROOM INTERACTIONS**

During your first weeks here, explore the environment and become acquainted with the children. Observe them carefully; note their peer interactions as well as how they use the school environment and materials. This information should give you clues about how to relate to them. Teach children by showing them how whether it is how to clean up, set up or engage in play. If you find yourself in situations that you are unsure of, feel free to ask a teacher for help. Staff members are always available and are eager to give you assistance. Some simple guidelines are listed below that will help you as you participate.

## **SUPERVISION & SAFETY**

- Children must remain under adult supervision remaining within sight and sound at all times. **Never leave a child unsupervised.**
- Be aware of the number of children in your care and actively communicate with your supervisor and the other staff to ensure all children are accounted for.
- When transitioning, perform a head count when leaving one space and when arriving at another to ensure all children are present.
- When exiting an area the last staff member is responsible to perform a check of the space. Physically move through the space while visibly scanning and checking for children to ensure children remain with the group.
- Be aware of the whole group. Know where the children are and what they are doing, even when they are not in your immediate area.
- Make sure each area is adequately supervised. Position yourself in the room or yard so that you can view as much as possible. Do not congregate with other teachers while supervising. For the children's safety, avoid socializing.
- Do not leave an area that is assigned to you unless there is someone who can relieve you.
- Step in immediately if the children's safety is threatened!
- Children should always be lifted under the arms children should not be swung by arms wrists etc. Move with children to prevent ligament damage.

If you have a problem or need assistance with one of the children, or an activity, ask a teacher for help.

## **INTERACTIONS WITH CHILDREN**

- Learn the children's names as soon as possible. Speak clearly and calmly to each child.
- Put yourself physically at a child's level as often as possible.
  - If a child is sitting at a table, sit with him/her; if the child is on the floor, get at that level.
- Become aware of the daily routine. Try to remember the sequence of activities and duties so you will be able to predict what to do next.
- Display a positive and cheerful attitude when working with children; treat them with respect and fairness.
- Try to interact with the children as much as possible including things such as helping them at clean up time. However, make sure that you do not interrupt them when they are contently engaged in play or other activities.

## **CLASSROOM DUTIES & RESPONSIBILITIES**

- Follow the duties assigned by your teacher. Be flexible-- if you are requested to do something you are not comfortable doing, speak with your supervising teacher.
- Children are more inclined to use materials that are neatly and attractively arranged. Make sure that you continually reorganize activities to look inviting to the children.
- You will be responsible for cleaning assigned areas. Cleaning is a duty that must be done continually throughout the day.
- Parents may approach with questions about their children. Feel free to tell about **POSITIVE** interactions that you have had with them. Refer any problems to the teacher.
- Maintain a good working relationship with your fellow students. If you have a problem, discuss it with one of your teachers. Be courteous and confidential.
- Personal snack items should be consumed on your break. A water bottle is permitted in the classroom as needed but is to be kept out of the reach of children.
- Check with the staff before using or removing materials and supplies.

## **INSIDE & OUTSIDE GUIDELINES**

### **INSIDE**

- Adults and children may not sit on the counters and tables. Adults should only sit on designated equipment.
- Children should walk inside the classrooms.
- Toys should be returned to the general areas at the end of the scheduled activity time. (For example, dolls in the playhouse, play dough at the play dough table, etc.)
- Encourage children to clean up what they are playing with before moving onto another activity (relative to development).
- Children should wear aprons for painting. Remember to roll up long sleeves.
- Always watch as you close a door so that a child is not in danger or catching their fingers in the door.
- Clean as you go!

### **OUTSIDE**

- Sandbox: Please make sure children do not carry sand to areas other than the sandbox. Sand will clog drains if placed in the water faucets.
  - Throwing sand is dangerous. Children who persist in this behavior after having been spoken to several times need to leave the sandbox area for a short time.
- Water Play: Water is available for play only with the teacher's permission. Playing with water from the drinking fountain is not permissible. Water fountains are for drinking.
- Slide: Hard toys are not to be taken on the slide or other equipment that is above the child's height.
- Fences: Children may not climb on the fences. Children are not to talk to strangers through the fence nor should individuals linger near the fence line.
- Climbing structures and equipment is for the children's use adults should avoid climbing or sitting on them.

### **BELLA ROOM**

As an employee of the Center you are expected to be watching children's safety at all times. This is especially true when working in the Bella Room; often times there are several age groups using Bella's room at the same time. It is important to remember a few points when supervising this area:

- You are supervising all children in this room, not just the children from your regularly assigned classroom.
- Get to know which equipment is appropriate for which age group—ask the supervising teacher for information. To enforce this, it is best to move inappropriate equipment to the storage closet rather than trying to keep children off equipment already available.
- Be sure to supervise hallways (locker area). Children may not play in the front entry hall.

- Make sure all items are cleared from the floors upon leaving the room.
- NEVER turn your back on the children.
- When children are on tall or high climbing structures, an adult should stand by the structure.
- Equipment is for children, it is not acceptable for adults to sit or climb on it.
- Keep an eye on all doors. Some children will attempt to wander out.
- Under no circumstances should children be left unsupervised in this room. If you are alone and something requires you to leave the room, get someone to replace you or take the children back to the classroom.
- This room is designed to provide an additional learning space for children. While gross motor activities are included in the space children should be directed to engage in these activities and the other learning areas in a constructive and safe way.
- Make sure you engage with children and are not sitting along the walls. Supervision needs to be interactive.
- When taking items out of the closet please put them back in.

## **DISCIPLINE**

Each child had the right to be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature. The Children's Center does not allow any physical or emotional punishment. Our emphasis is on redirection and helping children develop positive methods of problem solving.

- Put yourself in the child's place. What is the root of this behavior? Consider the difference between "Don't touch that!" and "It's hard to wait; I know you're curious and it looks nice, but."
  - The second approach states the same limit, but it shows the child some understanding. Hurried care teachers sometimes only see a child's surface behavior, not the whole child.
- Expect children to test a limit; that's how they learn! The more the environment sets clear limits, the easier your job will be.
  - Behavior problems often develop when children are either over stimulated, bored or restless.
- Children may test you. Realize it is not a personal issue. Ask a teacher for help when you feel a particular child is 'pushing your button.'
- When you focus on negative behavior; it has a negative effect. Recognize positive behavior and focus your energy on encouraging these types of behaviors.
- Express your own feelings honestly and directly: "I feel angry when you do that" "I don't like it when you bite me."
- Express limits in positive terms. "Be gentle touch the baby like this." Vs. "Don't run in the classrooms."
- If there isn't a choice, don't offer one or make a demand sound like a question. "Let's clean up now, OK?" or "Do you want to take a nap?" are a surefire way to set-up the answer for "NO!" then you're stuck.
- Notice your tone of voice. Yelling at the children is a kind of violence, often as destructive and painful as physical violence.
- Name-calling, threats of ridicule are all forms of emotional abuse.
- Point out the difference between the child and the action. "I like you, but I don't like it when you throw sand." vs. "You are a Bad boy." Or "Nice kids don't hit."
  - Recognize children's accomplishments by acknowledging their achievements (i.e. "You put the whole puzzle together.")
- Separate the feeling from the behavior. Children need permission to express feelings such as anger, sadness, and depression; although they can't hit another child when they are angry, the feeling of anger is OK.
- Follow through on words with action. A hand on a toddler's shoulder to prevent climbing onto a table will do more than a verbal command.
- Recall moments when you felt loved, safe, and accepted from your own childhood. These impulses deep in your heart can be trusted--let them be your guide.



## MEAL SERVICE & FOOD RESTRICTIONS

- Our nutrition program for the children is an extension of our philosophy regarding the nurturance of healthy individuals. We provide breakfast, lunch, and a snack for the children in our program.
- All meals are nutritionally balanced and our menus are planned to present a variety of food taste experiences.
- Meals are served family style with the procedures for meal service varying between age groups.
- In general, staff are encouraged to model appropriate mealtime manners and enjoyment of nutritional food.
- Sometimes all it takes to help a nervous child at mealtime is to have a caring adult sit and eat with him or her.

Your supervisor will review meal service specific to your age group and classroom. It is our policy to make every effort to accommodate any food sensitivity or allergy a child may have.

- Restricted food lists are posted on all meal tables.
- **Staff are required to review the restricted food item list each and every time they sit for meal service.**
- Primary care givers are to help ensure the children assigned to them receive the appropriate food items even if they are not the one to serve their assigned child.

## ACCIDENT, ILLNESS, & WELLNESS POLICIES

### HANDWASHING

Proper handwashing and collaboration with families is the best way to reduce illnesses. Adults and children wash their hands upon arrival. Staff guide children to wash hands frequently throughout the day. The Center follows handwashing procedures outlined in the “Caring for Our Children” standards that is rated using the ITERS and ECERS instrument.

- Adults must wash their hands when:
  - handling food or bottles
  - wiping a nose
  - after changing a diaper or helping a child with toileting
  - after cleaning or sanitizing
  - re-entering the classroom from outdoors.
- Children wash hands after:
  - toileting and diaper changes
  - before and after eating
  - entering the classroom from outdoor
  - touching body fluids such as a runny nose
  - after messy projects.

### SANITIZING & DISINFECTING PROCEDURES

Children 2 years of age and older may use hand sanitizer under direct supervision when their hands are not soiled. The adult may squeeze a small amount of sanitizer into the palm of the child’s hand, watch them rub well, and then shake hands to air dry. Small bottles of hand sanitizer are refilled with large bottles of sanitizer that are stored in the special care room near the Bella room. All hand sanitizer bottles must be kept out of the reach of children at all times.

Each classroom should have a set of labeled spray bottles used for cleaning.

- One bottle, labeled soap and water, will contain water and two small drops of dawn soap. This bottle is used for cleaning and preparing items to be sanitized.
- The second bottle, should be clearly labeled with the Betco Sanitizer label. This bottle is used to sanitize or disinfect items in the classroom.
  - Both bottles should be kept in a designated location out of the reach of children. Staff members should be trained never to leave bottles in the reach of children.
  - Sanitizer bottles can be refilled in the custodial closet located in the Bella Room. To refill a bottle place it under the nozzle then turn the knob to the right at the spray bottle sign.
    - Turn on the sink faucet. Once the bottle is full ensure that both the sink and the sanitizer have been turned off and the nozzle hose is safely inside the sink.
    - When cleaning, the soap and water and sanitizer bottles are used in conjunction to be most effective. Sanitizing should take place after cleaning with soap and water and is used to reduce germs.

- Items such as meal tables, pacifiers, teethingers and toys should be sanitized. Disinfecting should take place after cleaning with soap and water and is used to eliminate germs. Items such as toilets and diaper changing tables or when bodily fluids such as blood are present, disinfecting should take place. Disinfecting requires an entire surface to be covered with sanitizer and needs to be left in place for 2-10 minutes. Best practice is to fully allow the surface to air dry.

**ACCIDENT REPORT**

This report is required when a child has an accident or is injured while at the children’s center. When completing an accident report remember to be precise, objective and descriptive of how the accident occurred and any injuries to the child.

Always fully complete the form with:

- Classroom Name
- Full Name of Child
- Date & Time of Occurrence
- Description of Accidents
- First Aid Treatment Given & Staff Who Provided
- Head Teachers Initials
- If the parent was notified
- Any Additional Comments

When possible the staff member who witnessed the accident should fill out the form. **That means all Student Assistants should be trained on properly completing an accident form.** After a form is written, it should be signed by both classroom supervisors. The white copy of this form is always given to a parent and the carbon copy turned in to the director. It is important that all accidents are properly documented. Accident forms should be provided to parents upon pick up children should never go home without documentation.

When an individual other than the contracting parent is picking up the child a courtesy call can be made to the parent.

**ASI Children’s Center  
ACCIDENT FORM**

Classroom Bambini 2

Name of Child: First and Last Name Date: Month/Day/Year Time: \_\_\_\_\_

Description of Accident: What happened, where it happened, what part of the body was hurt (specifically) eg. upper right arm, and what is the condition of the injury, e.g. bruised.

First Aid Treatment: How the accident and/or injury was treated, eg. washed with soap and water, cool compress and TLC.

Staff Person Administering First Aid: First and Last Name <sup>Supervising Teacher's Initials</sup> Teacher's Initials: \_\_\_\_\_ Director's Initials \_\_\_\_\_

Name of Parent/Guardian Notified \_\_\_\_\_ Time Called \_\_\_\_\_  Parent Not Notified

Additional Comments: \_\_\_\_\_

\*A courtesy call is placed for families if the accident report is not given/prepared by pick up.

**MINOR INJURIES**

Minor accidents and injuries (bumps/scrapes/falls) for children are managed in the classrooms and documented on an accident form. Supervisors make a courtesy call to families when the injury has the potential to cause concern for a family. Examples are injuries to the head/face, a bite causing bruising, or in a sensitive location.

Minor accidents and injuries for employees are documented on an accident/injury report that is kept at the front desk. Minor first aid can take place in the classroom. If medical attention is needed, use Workman’s Compensation procedures that are at the front desk. The supervisor will alert the “Administrator in Charge” immediately. Never send the employee to the Well or Health Center on Campus.

For major or life-threatening incidents, call 911 immediately.

## **ILLNESS REPORT**

This report is required when a pick up is requested for an ill child and can be used to document a mild illness that does not require a pick-up. This form will be signed by the supervisor and the carbon copy turned into the director. Refer to the illness policy and procedure to know when a pick up is warranted and any other steps that should be taken to keep the classroom environment healthy. The white copy should always be given to the parent.

## **HEALTH/ILLNESS/WELLNESS**

The classroom supervisors are required to greet and evaluate each child's health daily. Families may not leave their child without checking-in with a classroom supervisor. Topics such as nutrition, wellness, and organized active play are part of each classroom's curriculum.

It is common for children to share illnesses and diseases. This is especially true with infants and toddlers as they teeth/mouth toys and/or become exposed to new viruses.

- Mouthed toys must be removed from the environment immediately after the child is done using the item.
- We expect children to be well enough to participate in our daily scheduled program, which includes both indoor and outdoor activities.
- Colds are common so children may attend if they have a clear, runny nose and appear healthy and active.
- Children may attend if they have a condition that is not contagious and/or their physician provides a statement they can attend childcare.

Current contagious illnesses are posted in the front lobby area. Handouts are available that outline the symptoms, mode of transmission, period of communicability and control measures. Supervisors must notify administration of contagious illnesses.

## **MANDATED REPORTERS**

California state law requires that childcare workers report suspected child abuse. If you have any suspicions regarding child abuse you should talk to your supervising teacher or the Center Directors. With their help, an appropriate course of action can be determined.

## **IIPP – Illness, Injury, and Illness Prevention for Adults**

It is the responsibility of every employee to prevent the spread of illnesses and prevent possible injury whenever possible. Alert a supervisor if you see anything you feel may be unsafe. Wipe up spills on the floors, sanitize meal surfaces, diapering/toileting areas, wash your hands frequently, and keep areas free from clutter. You may check our safety IIPP binders located in the office.

- Wear gloves when ever you come into contact with blood, urine, fecal, or vomit. For best practices, it is recommended you keep a pair of gloves on your person while you are working with children (universal precautions). Discard in closed lid trash can.
- If you are sick (i.e. running a fever or are unable to perform your job duties) notify your supervisor as soon as possible. Please do not come to work as you risk getting other sick.
- Read signs and postings. Obey warnings; they are posted for your protection.
- If you injure yourself while on the job—report it to your supervisor immediately. Minor injuries are documented. Injuries requiring a doctor visit will be handled as State Law requires.
- Lift all heavy objects correctly. (This includes children.) Bend your knees; keep your back straight; lift with your legs. **DO NOT LIFT WITH YOUR BACK!**
- Help keep walkways clear so that people do not trip on debris, boxes, cables, cords, toys or equipment.
- Do not touch any electrical equipment if your hands are wet or if you are standing on wet ground. Maintain outlet covers on all plugs.
- Never use chairs or tables as “makeshift” ladders, if ladders are not available, wait until a proper ladder is available for use.
- Do not lift children or handle equipment that is too heavy or puts you in an awkward position.

- Staff members are not to swing children by their arms. Do not lift or toss children over your head.
- Report any adult on the premises that you do not recognize or feel may be a threat to the staff and/or children of the center.

## **EMERGENCY PROCEDURES**

All Head/Mentor/Fellowship Teachers and Student Supervisors are certified in CPR and First Aid procedures. In case of an emergency, notify a teacher at once. Do not try to handle a situation you are not properly trained for!

Fire drills are conducted monthly. The emphasis is on helping children evacuate the building as calmly and safely as possible. Only assist the number of children you can safely and comfortably handle. Exit routes for each program are posted both in the classroom and on the emergency board.

All accidents, bumps, scrapes, or a fall that a child has while in the Center are recorded on an accident form. Please report even the smallest incident to your supervising teacher and s/he will help you fill out an accident form for the child.

### **MAJOR INJURIES**

1. Call 911 on the campus phone to request emergency services
2. Alert the supervisor who is closest to the incident
3. Do not move a victim that cannot get up on her/his own.
4. In life-threatening situations CPR qualified staff may begin first aid
5. If not life-threatening, make the victim as comfortable as possible until emergency support services arrive
6. Move children and other adults away from the injured person

### **FIRE SAFETY**

If you come upon evidence of a fire:

1. Pull the closest fire alarm (automatically notifies authorities)
2. Begin evacuation of the building to designated evacuation routes
3. Go to the designated evacuation site for your work area
4. Follow your supervisor's instruction to provide a safe evacuation route

### **BOMB THREAT**

1. The threat would most likely come by the telephone. If you receive the call, try to remain calm and obtain as much information from the caller such as: When will the bomb explode? Where is it? What does it look like? Motives? Callers name? Listen also to clues such as background noises, the caller's language style, etc.
2. Call 911 to activate emergency services
3. Notify administrative/supervising staff. They will advise you for proper response
4. If you spot a suspicious object, package, etc., report it to your supervisor, under no circumstances should you touch it, tamper with it or move it! Move back to step 2
5. If evacuation is necessary, follow same evacuation procedures as used in case of fire

### **EARTHQUAKES**

1. Stay indoors during tremor
2. Gather children and take cover under tables, desk, or doorway
3. Stay clear of areas where glass may break out or cabinets may fall over
4. After tremor subsides, follow administrator instructions

## **THREATENING INTRUDERS/KIDNAPPING**

1. If you suspect that someone on the premises is a threat to your safety or the safety of a child, identify the individuals immediately to your supervising staff
2. Call 911 to activate emergency services
3. If you are directly involved in a threatening situation, remain calm and cooperative
4. Obtain as much identifying information as possible: significant markings on skin, body movements (e.g. Limp), language style, general appearance—height, weight, and clothing
5. As a member of the Children’s Center staff, you are responsible for getting the identification of an adult you do not recognize
  - a. Only individuals listed on the child’s emergency contact card are allowed to pick up. They must provide ID at the front desk and receive a pink slip to give to teachers

## **SHELTER IN PLACE/ACTIVE SHOOTER/STORMS**

Moving everyone indoors, shutting off the A/C, sealing windows and doors may be necessary should there be an airborne threat such as a chemical spill alert. Sheltering in place can be used for a campus shooting or a severe storm warning. When instructed to stay indoors, keep everyone away from the windows until further notification.

## **EMERGENCY BACKPACKS & EMERGENCY SUPPLIES**

Emergency backpacks are located in each classroom. The backpack contains basic supplies, a key to the exterior gate, children’s emergency card and consent for medical services form. In the case of an emergency evacuation additional supplies are located in wheeled trashcans on both the Bambini and corner yard.

## **SAFETY DRILLS**

Fire drills and Safety Inspections are conducted monthly for prevention and preparedness. Fire drills and evacuation drills help both the staff and the children to know what to expect in case of an emergency. Core staff and supervisors ensure space is cleared, all individuals have exited the building, the emergency backpack is with classroom of children, and the doors have been closed. Each classroom has a designated route to a safe location (see posting near exit door). Classroom supervisors confirm the number of children and adults present.

## **TEACHING & LEARNING PHILOSOPHY**

The Children’s Center is structured not as an institution but rather as an extension of the family—a support system existing in a home-oriented environment to meet a child’s emotional, physical, intellectual, and social growth needs. We consider ourselves a family support service, dedicated to nurturing healthy people.

We believe children and adults learn best where they are honored and respected. In our program, each person is a learner, each a teacher, each a valued and unique individual. Our environment is designed to support the family and the caregiver through collaborative efforts and best practices aligned with today’s current practices in early childhood education and care.

To foster acceptance, nurturance, and trust, our program is committed to an environment that supports ethnic, economic, and social similarities and difference. The people in our Center recognize, respect, and support the rights of others. Each person in our program has the right to become who s/he in his/her own individual pace of development.

## **CHILDREN NEED TO BE ABLE TO TRUST ADULTS**

Children must have a sense of security if they are to reach out and explore. Attachment to trusted caregivers who are attentive and responsive is critical to their happiness and their well-being. Consistent, predictable relationships with a limited number of adults are a fundamental determinant for healthy development and provide for children the foundation from which they can grow, learn and create. Adults must respect, value, and accept children. Adults must treat children with dignity at all times.

### **BELIEVING IN ONESELF IS THE BASIS OF ALL GROWTH**

High self-esteem comes from the quality of the relationships that exist between children and those who play a significant role in their lives. Children can handle many of the difficult situations that they encounter. When children feel that adults trust their abilities, they are given confidence to try. Adults are responsible for the psychological atmosphere and must always be conscious of how their interactions can affect the children's concept of themselves. Adults must also be aware of how the physical environment can increase a child's self-confidence.

### **SOLVING PROBLEMS AND STRUGGLING WITH DIFFICULT SITUATIONS GIVES CHILDREN A SENSE OF CONFIDENCE AND SELF WORTH**

Adults can support children and guide them through difficult situations instead of solving problems for them. Accomplishing something difficult allows children to practice problem-solving skills, realize their capabilities and experience a feeling of pride. The challenge is to find a balance between learning from struggle and frustration that inhibits learning. Protecting children from all of life's problems deprive them of important learning experiences.

### **CHILDREN ARE DESERVING OF RESPECT**

We believe children's needs are just as important as those of adults. It is easy for adults to put their needs above those of children by placing demands on children with the expectation to comply. When the wants and needs of teachers and children come into conflict, children are often expected to adapt. Conflicting needs are inevitable, and it is our goal to meet children's needs and wants whenever possible. Resolving these conflicts can be done respectfully. This process requires flexibility, compassion, patience, negotiation and respect. We believe children must be taken seriously and everyone is an equal partner in the process.

### **PLAY IS THE CHILD'S WAY OF LEARNING AND UNDERSTANDING**

When adults observe children playing alone or with other children, many wonder: "Are they learning anything?" Play is an essential element of healthy growth and development. It promotes significant intellectual capacities and nurtures social and emotional development. Play helps children to understand all sorts of complex social concepts. Adults must believe in the importance and usefulness of play and resist the temptation to push children into "more serious" things, forgetting how serious and impressive play really is.

### **CHILDREN ARE COMPETENT LEARNERS**

Children's desire to learn can be trusted. They are born with an incredible curiosity and an innate ability to learn at a surprisingly fast pace. Children learn through their senses. They are active learners who "get into things." They must have opportunities to explore and experiment at their own pace. Their potential for learning is maximized when children are encouraged to be active participants rather than passive observers.

### **BEHAVIOR MUST BE UNDERSTOOD...NOT LABELED**

Adults can be quick to label children's behavior with such terms as "disruptive" or "aggressive." Children always do what they do for a reason. Our efforts to guide them in positive ways will depend largely on our ability to understand the reasons that underlie their actions. When adults take time to look closely at what children do, they gain insight into what is important to and needed by the child. This helps move adults away from condemning children's behavior to helping children find ways to meet their needs appropriately.

### **CHILDREN DO THE BEST THEY CAN WITH THE SKILLS THEY HAVE**

Usually, children do not do things to annoy others. Children will do what works. If a child has found that whining will get a cookie or that hitting gets a toy, then that child will continue to whine and hit because it is effective. If adults want children to behave differently, they must take the time to teach them a new skill and provide the child opportunities to practice that skill.

### **CHILDREN LEARN TO COPE WITH FEELINGS BY BEING ALLOWED TO EXPERIENCE THE FULL RANGE OF THEIR EMOTIONS**

Often well-meaning adults say, "You're okay, don't cry." Children will learn to cope with their emotions (frustration, sadness, anger, etc.) when validated. When adults try to rescue children from their feelings, they also deny children the

opportunity to learn about themselves and the feelings of others. Our job is to give them time, words, space, opportunities and strategies to express their full range of emotions.

## FAQ

What do I do with old batteries?	You can place old batteries in the battery container in the conference room (back table).
Where can I get a copy of my W-2? (Not Federal Work Study Students)	Dayforce (Cerdian) automatically mails them out. If you are a current employee, you may be able to print it from Dayforce. If you need further assistance, contact the payroll department. (84413)
I am a FWS student- can I get a copy of a paystub, W-2, etc.	Go to the Student Employment Center in Del Norte Hall.
I am FWS student and I didn't sign my timesheet/I need to change my address or direct deposit.	If students did NOT sign their timesheets and we have already sent them to be processed, they need to go to contact Payroll; if they have already sent them in, the student must go to the Financial Aid Office in Lassen Hall room 1006 to sign their timesheet.  If they need to update their direct deposit/change their address, they need to go to the Payroll Office in Del Norte Hall, Room 3006.
There might be an occasion when a family expresses concern when they realize both males and female help children use the toilet or change diapers. They might request or state they prefer a female or male to care for their child.	Explain we follow California laws and they should take their concern to the Head Teacher or the Director.
I don't remember my Dayforce Login or I am locked out of my account.	Your username is your employee ID number; you can reset your password with payroll or human resources. Provide them with your name and ID number.
Where do I pick up my paycheck?	If you submit through ASI, then go to the Student Union, Student Shop, on the third floor.
I saw a black widow in the yard/shed/etc.	Please help us by killing any black widow you see. We regularly spray pesticides but pesticides do not kill black widows.
My child's birthday is coming up—can we celebrate it in class?	We do not have birthday celebrations. Parents may want to do something, however we do not allow treats, trinkets, balloons, or gifts in the classrooms. They may donate something special to the classroom such as an age appropriate book dedicated by the child to the classroom.
Sun exposure/Sunscreen	Families are encouraged to apply sunscreen on their children before the start of the school day and use UV protected clothing. Teachers are encouraged to keep children in the shaded areas of the outdoors for activities and to stay indoors during extreme heat. Should a family insist on bringing sunscreen, it will be treated as a medication.