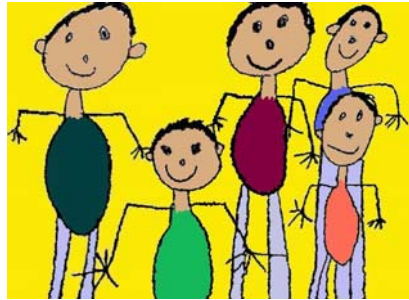




COLLEGE OF SOUTHERN IDAHO



EARLY CHILDHOOD EDUCATION LAB

FAMILY HANDBOOK 2005/2006



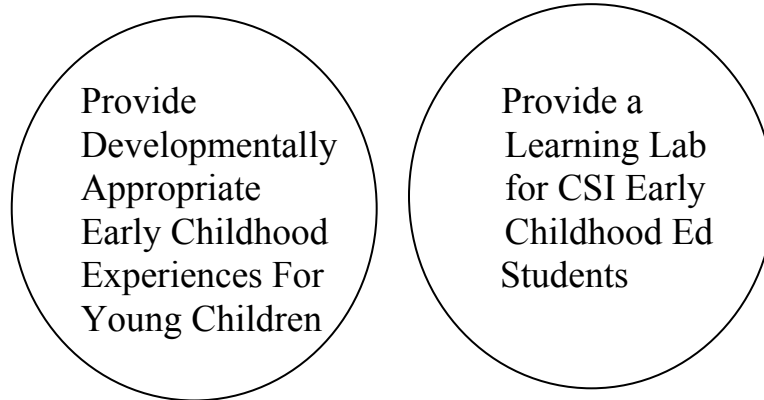
WELCOME!

CSI EARLY CHILDHOOD EDUCATION LAB

This handbook contains information about our philosophy and our program. Family members are always welcome to visit the classroom at any time, and we encourage your participation, observation, comments, questions and suggestions.

About Our Program

The Early Childhood Education Lab at CSI has two related purposes:



Both components of our Early Childhood Education Lab program are based on the belief that learners of all ages should have meaningful, interesting, and challenging experiences. Child and adult development and learning are fostered by *active participation* of the learner. Both components are described in the sections that follow.

The College of Southern Idaho Early Childhood Education Lab is accredited by the National Association for the Education of Young Children (NAEYC). Early childhood programs accredited by NAEYC have voluntarily undergone a comprehensive process of internal self-study, invited external professionals to review and verify compliance with the Criteria for High-Quality Early Childhood Programs, and been found to be in substantial compliance with the Criteria.

The Early Childhood Education Lab does not discriminate against race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. The College of Southern Idaho is an equal opportunity provider and employer.

What is Developmentally Appropriate Practice?

The Early Childhood Field has established professional standards based on knowledge of child development that guide teachers in their practice. The National Association for the Education of Young Children (NAEYC) has published a position statement outlining the principles and guidelines of these professional standards (Bredekamp, 1997). Some of the key elements of Developmentally Appropriate Practice are outlined below. Additional information is available in the Early Childhood Education Lab.

☺ **A Holistic or Whole Child approach to learning and growing**

Attention is given to all areas of children's development - physical, intellectual, social and emotional growth and learning.

☺ **Learning Through Play and Exploration**

There is a large body of research that indicates that children learn best through play and exploration. Overly structured environments not only do not provide children with opportunities to learn, but have also been shown to dampen children's enthusiasm for learning and cause undue stress.

☺ **Appropriate Expectations**

Children are provided with challenging and exciting opportunities to learn and grow, but not pushed to perform beyond their abilities or to meet a set of standards based on "speeding up" learning or "hurrying" skill acquisition.

☺ **Fostering Independence and Choice**

Life-long learning skills begin in the early childhood years. Children should have many opportunities to make choices about what activities they will do, how they will accomplish the goals they set, and even about how they will handle their emotions and social interactions. At the same time, children need consistent, reasonable expectations for their behaviors and actions that ensure that everyone in the classroom is safe, secure, and comfortable.

☺ **Involvement of Family and Community**

Family members are children's first and most important teachers. In developmentally appropriate programs, teachers and family members are partners in providing the best experiences for children. It is also important to draw on the experiences of the families and the characteristics of the community in order to provide culturally relevant experiences for all children in the program.

What is a Learning Lab?

Many two and four year colleges and universities with early childhood programs provide settings where students in the field learn about and practice teaching, curriculum development, and program management. Often, college programs arrange for a combination of "Field" experiences in community early childhood settings, and "Lab" experiences in facilities on or near campus and supervised by college faculty. The Early Childhood Education Lab is a setting where faculty can provide the kind of "guided apprenticeship" necessary for students who are learning to take active roles in the education and care of young children. Under the supervision of experienced faculty and other mentor teachers, students gradually assume responsibility for all classroom activities and management.

CSI Early Childhood Education students are required to complete 2-4 semesters of practicum experience, depending on the program in which they are enrolled. In the Early Childhood Education Lab, beginning and advanced students work in teams on assigned days to provide consistency for them and for the children. This arrangement also ensures that they gain experience in "Co-Teaching", a common arrangement in the early childhood field. Early Childhood Education students spend time in the ECE Lab Preschool and Toddler programs, and time a community early childhood setting.

EARLY CHILDHOOD EDUCATION LAB INFORMATION 2004/2005

Days/Hours

Preschool sessions: Tuesday and Thursday, 8:30-11:30 **(OR)** Wednesday and Friday, 8:30-11:30

Toddler session: Tuesday and Wednesday, 8:30-10:00 **(OR)** 10:30-12:00

The Early Childhood Education Lab follows the calendar of the College of Southern Idaho. When CSI classes are not in session, the Labs are closed (Holidays, Spring Break, bad-weather days). In addition, the labs are closed during the first week of CSI classes in the fall for Student Teacher Orientation and during Finals week each semester. The CSI schedule is also closely aligned with the Twin Falls School District schedule. However, the Labs will usually be open on school district inservice days, parent conference days, etc. **Contingent upon** on the adult/child ratio in the lab on a given day, school-age children who are out of school when lab is in session are invited to spend time with their siblings in lab. This is often an enjoyable occasion for both children!

Fall 2005	Spring 2006
<p>8/22/05– 8/26/05 Term Begins–ECE Labs closed for Student Teacher Orientation</p> <p>8/29/05 Children begin in labs on assigned days</p> <p>9/5/05 LABOR DAY HOLIDAY</p> <p>10/10/05 COLUMBUS DAY HOLIDAY</p> <p>11/11/05 VETERANS DAY HOLIDAY</p> <p>11/22/05- 11/25/05 Lab closed–THANKSGIVING BREAK</p> <p>12/12/05-12/15/05 LAB CLOSED DURING FINALS WEEK</p> <p>HOLIDAY BREAK THROUGH JANUARY 16</p>	<p>1/16/06 MARTIN LUTHER KING HOLIDAY</p> <p>1/17/06 Term begins – ECE labs begin</p> <p>2/20/06 PRESIDENTS DAY HOLIDAY</p> <p>3/20/06 – 3/24/06 SPRING BREAK</p> <p>5/8/06-5/11/06 LAB CLOSED DURING FINALS WEEK</p> <p>SUMMER BREAK</p>

Location

Preschool - 131 Aspen Building, CSI Campus 732-6884 or Jennifer Patterson *home* 324-9805 or jpatterson@csi.edu

Toddler - Adult and Child Development Center, 803 Harrison 736-2182 *ask for the Toddler Classroom*

Tiffany Eden *home* 733-5369 or teden@csi.edu

Fees and Payment

Registration fee \$20.00 per year, per child

Preschool - \$250.00 per semester Toddler - \$125.00 per semester.

Should you choose to make monthly (four each semester) payments, fees should be paid by the first of the month Sept/Oct/Nov/Dec (fall) and Jan/Feb/Mar/April (spring), unless alternative payment schedule has been arranged. *Families with more than one child receive a 10% discount for the second child, with the 10% off the same or lower fee.* Your check should be made to College of Southern Idaho. Please write account # 3844-4650-G8C on your check. You may give your payment to Jennifer or Tiffany and receive a receipt from the business office in a few days, or you may pay the business office directly, and bring a copy of your receipt to Jennifer Patterson or Alice Anderson in Aspen 122. You must pay a portion of the lab fees within two weeks of school beginning in the Fall and Spring semesters. Non-payment may result in termination of your child's enrollment in the program.

Arrival/Departure

- **Preschool:** There are designated short-term parking spaces on the circle drive near the Aspen building. You should display your pink parking tag by hanging it **facing out** from your rear-view mirror. If you are staying to observe or participate, there is usually parking available in the lot adjacent to the Security/Maintenance building.
- **Toddler:** Parking is available in back of the Adult and Child Development Center. Please enter and exit the building through the rear door.
- Family members are expected to accompany children into the building and into the classroom, and to come into the classroom to pick children up. Please complete the sign-in sheet on arrival and departure.
- CSI students and faculty are usually in the building a little before class starts, but we may not be in the classroom yet. This is our time to prepare for the day - make copies, collect supplies, etc. It is important that you be prompt in picking your child up since CSI students and faculty have afternoon classes.
- Persons other than yourself responsible for bringing or picking up your child must be noted on the enrollment form. For safety reasons, we cannot let children leave the Lab with persons not listed or without authorization from the parents. Please inform all authorized persons that the **teachers will request photo identification.**

Children's Clothing

- ☺ *Dress for Mess:* Our program for children is active, hands-on, and sometimes messy! Children will participate in a range of sensory experiences and outdoor play, so please send your child in appropriate, comfortable “play” clothing. We will provide smocks for activities such as painting and cooking, but we still expect drips and spills.
- ☺ *Dress for the Weather:* Most days, unless the weather is really bad, we will spend at least a brief time outdoors to get some fresh air, to experience all the seasons, and to learn about our outdoor environment. Please dress your children in cool or warm clothing, along with hats, mittens, and boots when necessary. Please bring shoes or slippers for indoor wear during boot weather.
- ☺ *Change of Dress:*
Please send or keep a change of clothes in your child's cubbie. We want children to be comfortable no matter what the circumstances.

Accidents

Our environment is planned according to recognized early childhood health and safety standards. We also have a high adult/child ratio since there will be several practicum students, along with a faculty member during each lab session. These features ensure that children have a safe place to play and learn. However, children typically have accidents in the course of their play! If children get a bump, scrape, cut or bruise, parents will receive an *accident report* when you pick up your child from school. For more serious incidents, we will follow the *emergency procedures* as outlined on your enrollment form.

Diapering/Toileting

Since the toddlers and preschoolers are at various developmental levels, they will be at various stages in terms of bathroom routines. There is a wide range of “normal” rates at which children are ready to be independent. Please help us be consistent with what you are doing at home by letting us know how you would like us to support you and your child at school. You should bring the necessary supplies for your child (diapers, pull-ups, training pants, change of clothes, etc.) and place them in your child's cubbie.

Appropriate Child Guidance

Learning to solve problems in a constructive way is a vital part of each day. Appropriate self discipline for each child is one of the goals of our program. Guidance or “discipline” is as much about encouraging positive, pro-social behaviors in children as it is about “controlling” behaviors that are disruptive or dangerous. As a basis for decision-making in the classroom, adults use the guidelines in Developmentally Appropriate Practice in Early Childhood (Bredekamp, 1997), and when possible, we implement the “Problem Solving Approach to Social Conflict” that is part of the High/Scope Curriculum used in the Early Childhood Education Labs. This information is available upon request.

Guests

If you want to bring a sibling to the lab occasionally, please fill out the registration materials.

Health & Wellness

The health and wellness of children, parents, and teachers is important! We address Health & Wellness in several ways:

- **Snacks-** MOST days, snacks will have **two (2)** of the food groups in the food guide pyramid. Student teachers are often taking the Health & Safety class at the same time they are student teaching, so they are learning about nutritious, fun snacks for children.
- **Education** – We typically spend several weeks of our curriculum discussing ways to stay healthy and safe, including nutrition, exercise, safety, preventing germs, etc. On each of the snack trays there is a

colorful Food Guide Pyramid (see appendix A) that children use to figure out and discuss what food groups they are eating. They come up with great questions, too, like, “Where does water go on here?”

- We follow several procedures in the Early Childhood Education Lab to keep our environment clean and sanitary, and to prevent the spread of illness. However, a common problem in group settings for young children is contact with infectious or communicable diseases. Children who have not been in group care before may have less resistance to common illnesses. We follow the recommendations for disease control outlined in Healthy Young Children (1997) to help **PREVENT** illness from spreading.

Immunizations – It is required by state law that all children have their immunizations up to date before entering group programs. You will be required to provide immunization records and keep your child’s shots up to date, or sign a waiver if you have chosen not to have your child immunized.

Illness and infection - To protect the health of your child and others, we ask that you keep your child home when ill. Should your child become ill while in the Lab, we will contact you. Contrary to popular belief and practice, only a few illnesses require the exclusion of sick children to ensure protection of other children and staff. With most other illnesses, children have either already exposed others before becoming obviously ill (e.g., colds), or are not contagious at some point after beginning treatment (e.g., strep throat, conjunctivitis, head lice, etc.) The waiting periods after the onset of treatment vary with the disease. We will use the criteria in the Appendix B to determine when necessary to exclude children from the Lab. If your child has been exposed to a communicable disease, please keep your child home and notify us. Cases of communicable disease will be reported to families in the lab.

Medication - Parents must sign a medication release if medication is to be given during Lab. Medications are kept in a locked cupboard out of reach from the children. Medication must be in its original container and labeled with the child’s name, physician’s name, pharmacist, dosage and frequency.

Child Abuse - Should CSI students or faculty suspect possible child abuse or neglect, observations and dates must be documented. Where substantiated, this documentation will require that the local family services agency be notified. Parent/Guardian(s) will be notified that a report is being made. If a CSI student, staff, or faculty is accused of abuse or neglect, they will be suspended from interactions with children (i.e., their assigned lab day) until the situation is investigated. Where substantiated, this documentation will require that the local family services agency be notified. The individual will be notified that a report is being made.

AIDS- Decisions on the type of educational and care settings for HIV infected children should be based on the behavior, neurological development, and physical condition of the child. The child’s physician must determine whether an infected child is well enough to attend a group program. Guidelines from the Center for Disease Control will be used to determine admittance and continued enrollment of a child with AIDS.

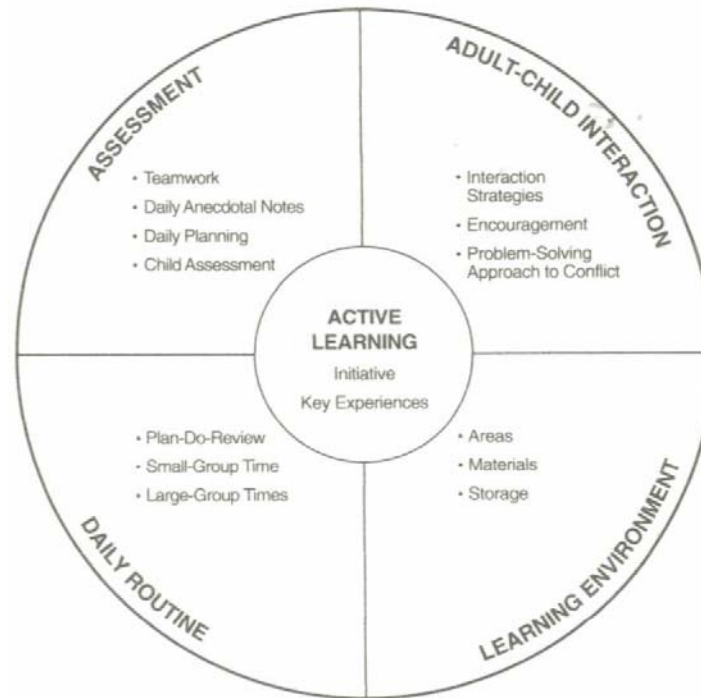
Grievance Procedure

Should you have concerns or issues regarding your child or your interactions as a parent in the Toddler and/or Preschool labs that you feel are not being resolved through typical daily communication, you should follow the Grievance Procedures and complete the Grievance Form in Appendix C of this handbook.

ABOUT THE CURRICULUM

We will be using the *High/Scope Early Childhood Curriculum* in the Early Childhood Education Lab. The curriculum was developed by the High/Scope Educational Research Foundation located in Ypsilanti, Michigan. The High/Scope curriculum is one of the most researched and evaluated early childhood curriculums in the nation. It is used extensively in the United States and in several foreign countries. The diagram below highlights the key features of the curriculum.

The High/Scope Preschool "Wheel of Learning"



The environment, schedule, activities, and adult-child interactions are designed to foster children's development in the following areas:

Physical:

Learning how one's body works in relationship to self, to space, and in relationship with objects and people. Large motor skills and experiences such as running, climbing, hopping, moving to music. Small motor skills and experiences such as placing puzzle pieces, grasping, cutting, stringing beads.

Social/Emotional

Learning to separate from the family, developing independence, managing emotions, interacting with peers and adults, solving social conflicts such as sharing, learning to play cooperatively.

Cognitive

Learning to problem-solve, make decisions, and conceptually understand and organize things, ideas and relationships in the environment.

Language

Communicating with peers and adults, naming and describing objects and events in the environment, and expressing feelings and ideas.

Activities are also planned to incorporate **Key Experiences** – concepts and relationships that children are striving to understand:

Preschool Key Experiences		Toddler Key Experiences	
Creative Representation	Classification	Sense of Self	Social Relations
Language & Literacy	Seriation	Creative Representation	Movement
Initiative and Social Relations	Number	Music	Communication/Lang
Movement	Space	Exploring Objects	Early Quantity/Number
Music	Time	Space	Time

Young Children need consistency in order to feel secure and in charge of their environment. We will follow a schedule similar to the ones below on most days, unless there is a special activity planned requiring a change.

Toddler

- Outdoor or Large Motor Room
- Greeting Circle- Stories, Music, Movement
- Snack Time - Family style, children practice self-help skills
- Work Time - Children choose areas, activities and materials. Adults interact to support play experiences and foster development
- Small Group Activity (a choice during work time) - adult planned activities focusing on developmental areas
- Clean Up - put toys away, classify materials
- Good-bye Circle- Stories, Music, Movement

Preschool

- Arrival /Greeting circle - attendance, chore chart, news of the day
- Planning Time - Children talk about what they will do in the various areas of the classroom and plan out activities
- Work Time - Children choose areas, activities and materials. Adults interact to support play experiences and foster development
- Clean Up - put toys away, classify materials
- Recall Time - Children talk about their experiences during work time
- Outdoor./Large Motor- physical development, exploring nature and our environment
- Snack Time - Family style, children practice self-help skills
- Circle Time - Stories, Music, Movement
- Small Group Activity - Adult-planned activities focusing on developmental areas or key experiences

Assessment of Children's Learning.

CSI Early Childhood Education Students are learning to observe and record children's growth as well as learning ways to interact with families to share this information. Practicum students and faculty in the Lab will observe children each day and write anecdotal records to document each child's growth and learning over time in the key experience areas. These records are confidential. Only you and the Lab teachers and faculty have access to them. In addition, some practicum students will be scheduling family conferences near then end of each semester.

Observation Booth

There are observation booths in both the preschool and toddler classrooms. Feel free to observe either in the classroom or in the booth. CSI students may also be observing for class assignments, or there may be visitors interested in learning about our program.

Videotaping and Photographs

We will be videotaping classroom interactions and events on a regular basis. Early Childhood Education Students will use these videotapes to evaluate their own teaching strategies, and as further documentation of children's growth and learning. This video footage may also be used in the Early Childhood Education classes for purposes of discussion and as a tool to practice various observation techniques. Photographs of children and teachers participating in the classroom may be used for displays at the college and/or in the community, or for presentations done by faculty and students.

FAMILY INTERACTIONS

- ☺ *Informal Exchanges:* One way that we share information with family members is during informal exchanges daily as children arrive and depart. We hope you will ask questions, make suggestions, and share information that helps us learn about your child.
- ☺ *Family Activity Ideas:* Practicum students will be sending home ideas for activities to do at home, based on what they have observed your child doing in the classroom. On occasion, students will also suggest a resource from our Family Resource Center materials.
- ☺ *Family Conferences:* Practicum students will schedule individual family conferences to share information about your child. This information will include anecdotal records, summaries and samples of children's work.
- ☺ *Family Activities:* We will plan some different types of family involvement activities during the year. Some may be geared to sharing additional information with parents, others may be ways to participate in the classroom with your child. We will be asking for your input about what best meets your needs and interests.
- ☺ *Parent Information:* We will send home regular newsletters to let you know what's been happening in the classroom and what is coming up. There is also parent information available in the Family Resource Center that includes articles, books, videos and activity ideas. Our parent information board includes community happenings and other items of interest, as well as lesson plans.
- ☺ *Family Resource Center:* The Family Resource Center includes books, articles and videotapes that are parent resources, as well as materials and activities designed for parents and children to do together at home. Each activity has suggested uses and which of the Developmental Areas and Key Experiences is fostered. These materials can be checked out and used at home. Students and faculty may be able to make suggestions about materials to check out based on your child's particular interests or emerging areas of ability.

WE KNOW FAMILIES ARE BUSY!

**WE VALUE ANY LEVEL OF INPUT AND PARTICIPATION
YOU FEEL COMFORTABLE SHARING**

SO WHEN YOU CAN...

COME AND PLAY!

COME OBSERVE!

HELP US LEARN ABOUT YOUR CHILD!

FOOD Guide PYRAMID

for Young Children

A Daily Guide for
2- to 6-Year-Olds

U.S. DEPARTMENT OF AGRICULTURE
CENTER FOR NUTRITION POLICY AND PROMOTION

U.S. Department of Agriculture
Center for Nutrition Policy and Promotion
March 1989
Program Aid 1049

USDA is an equal opportunity provider and recipient.

WHAT COUNTS AS ONE SERVING?

<p>GRAIN GROUP</p> <ul style="list-style-type: none"> 1 slice of bread 1/2 cup of cooked rice or pasta 1/2 cup of cooked cereal 1 ounce of ready-to-eat cereal 	<p>FRUIT GROUP</p> <ul style="list-style-type: none"> 1 piece of fruit or melon wedge 1/4 cup of juice 1/2 cup of canned fruit 1/4 cup of dried fruit 	<p>MEAT GROUP</p> <ul style="list-style-type: none"> 2 to 3 ounces of cooked lean meat, poultry, or fish. 1/2 cup of cooked dry beans, or 1 egg counts as 1 ounce of lean meat. 2 tablespoons of peanut butter count as 1 ounce of meat.
<p>VEGETABLE GROUP</p> <ul style="list-style-type: none"> 1/2 cup of chopped raw or cooked vegetables 1 cup of raw leafy vegetables 	<p>MILK GROUP</p> <ul style="list-style-type: none"> 1 cup of milk or yogurt 2 ounces of cheese 	<p>FATS AND SWEETS</p> <ul style="list-style-type: none"> Limit calories from these.

Four- to 6-year-olds can eat these serving sizes. Offer 2- to 3-year-olds less, except for milk. Two- to 6-year-old children need a total of 2 servings from the milk group each day.

EAT a variety of FOODS AND ENJOY!

Appendix B

Figure 17.2 Criteria for excluding an ill or infected child from an early childhood program

Source: American Academy of Pediatrics, & American Public Health Association (1992). *Caring for our children – National health and safety performance standards: Guidelines for out-of-home child care programs.*

Exclude children and adults with these illnesses or symptoms:

Temperature , oral temperature 101 or greater, rectal temperature 102 or greater, axillary (armpit) temperature 100 or greater, accompanied by behavior changes or other signs or symptoms of illness, until medical evaluation indicates inclusion in the facility.	Tuberculosis , until the child's physician or local health department authority states the child is non-infectious
Signs of possible severe illness , including unusual lethargy, irritability, persistent crying, difficult breathing, uncontrolled coughing.	Impetigo , until 24 hours after treatment was begun
Uncontrolled diarrhea , defined as an increased number of stools compared with the child's normal pattern, with increased stool water and/or decreased form that is not contained by the diaper or toilet use.	Streptococcal pharyngitis , until 24 hours after treatment has been initiated, and until the child has been afebrile for 24 hours
Vomiting two or more times in the previous 24 hours unless the vomiting is determined to be due to a noncommunicable condition and the child is not in danger of dehydration.	Varicella (chicken pox), until 6 days after onset of rash or until all lesions have dried and crusted.
Mouth sores with drooling unless the child's physician or local health department authority states the child is non-infectious	Shingles , only if the sores cannot be covered by clothing or a dressing, until the sores have crusted.
Rash with fever or behavior change until a physician has determined the illness not to be a communicable disease.	Pertussis , which is laboratory confirmed, or suspected based on symptoms of the illness, or suspected because of cough onset within 14 days after having face-to-face contact with a laboratory-confirmed case of pertussis in a household or classroom, until 5 days of appropriate chemoprophylaxis (currently, erythromycin) has been completed.
Purulent conjunctivitis , defined as pink or red conjunctiva with white or yellow eye discharge, often with matted eyelids after sleep, and including a child with eye pain or redness of the eyelids or skin surrounding the eye, until 24 hours after treatment has begun	Mumps , until 9 days after onset of parotid gland swelling
Infestation (e.g., scabies, head lice) , until 24 hours after treatment was begun	Hepatitis A virus infection, until 1 week after onset of illness or until after immune serum globulin has been given to appropriate children and staff in the program, as directed by the responsible health department
Measles , until 6 days after rash appears	Rubella , until 6 days after rash appears

Appendix C

College of Southern Idaho Early Childhood Education Lab

Grievance Procedure

Should you have concerns or issues regarding your child or your interactions as a parent in the Toddler or Preschool Labs, you should follow the following procedures:

1. Complete the Grievance form below (more than once if necessary)
2. Discuss the concern or issue with the following people (in order)
 - a. Toddler or Preschool Supervisor/Coordinator
 - b. ECE Program Manager
 - c. Social Science/Education Chair
 - d. Technical Dean
 - e. Vice President of Instruction
 - f. President of CSI

CSI Early Childhood Education Lab Grievance Form

Name _____ Date _____

Child's Program _____ Preschool _____ Toddler _____

Please describe the nature of your concern/issue:

With who have you discussed your concern/issue from the above list?

__a__ __b__ __c__ __d__ __e__ __f__

What steps have been taken to address/resolve your concern/issue?

Do you feel that your concern/issue has been adequately addressed? Why or why not?