Student Handbook

Revised

6/2006
Table of Contents

WELCOME 4

THE BOMBECK 4

RESPECT

REFLECTIVE PRACTICE

RESEARCH

VISION STATEMENT 4

MISSION 5

GOALS STATEMENT 5

ACADEMIC SUPPORT/AFFILIATION 5

NAEYC ACCREDITATION 5

POLICY & PROCEDURES 5 - 7

Licensing Statement
Hours of Operation and Calendar
Medications
Communicable Disease
Use of Video & Audio tapes

STUDENT GUIDELINES 8 - 11

Required State/Federal Forms
Attendance
Illness & Emergency
Staying Healthy
Dress Code
Parking
Phone Calls
Job Description
Evaluations
EMERGENCY PROCEDURES

Emergency Exits
Fire Drills
Fire Extinguishers
Child Abuse Reporting
First Aid
Accident Report Forms/Procedures

HEALTH AND SAFETY

Being Aware
Safety
Hand washing
"Stop Disease" Method of Hand Washing

WORKING WITH CHILDREN

Communication Guidelines and Helpful Hints
Meals and Snacks
Nap/Rest Time
Group Time
Activity/Choice Time

TEACHING AND PRACTICE
WELCOME
Welcome to the University of Dayton’s Bombeck Family Learning Center. You are now a part of the BFLC family and a very important part of the lives of the children and families here. Before reporting to your first day of field experience, read this handbook carefully. This will help make your first days in the center less confusing. When in doubt, ask questions at the center office, in EDT 211/212 class, of your lab supervisor, or of the classroom teacher.

THE BOMBECK WAY
We who are a part of the BFLC (Bombeck Family Learning Center) have embarked on an exciting journey of discovery and growth of what it means to be a state of the art demonstration school. Three foundational elements have come to represent who we are and to define our future:

- **Respect** - We are a community of learners in an environment of respect for children, families, teachers and staff.
- **Reflective Practice** - Quality care and education comes from the conscious reflective practice of all involved.
- **Research** - We believe children benefit from practice that is well grounded in research.

VISION STATEMENT
The University of Dayton’s Bombeck Family Learning Center is a learning community which provides leadership in the Early Childhood Education field through implementation and demonstration of research based, developmentally appropriate practice for young children and professional development for early childhood professionals in a collegial, collaborative and quality environment.
MISSION STATEMENT

The Bombeck Family Learning Center’s mission is to provide a high-quality early childhood care and education program for young children, and a best practice demonstration setting for early childhood professionals.

GOALS

- Promote the optimum social, emotional, physical and cognitive development of the children at the center.
- Promote the professional development of the University of Dayton's School of Education and Allied Profession's early childhood education candidates.
- Provide professional development opportunities for the Bombeck Family Learning Center staff and the greater early childhood community.
- Advocate for children, their families, and the profession in community and society.
- Model the Catholic Marianist Tradition of faith formation, service, adaptation and change by providing, in the family spirit, a quality education for children, teacher candidates and staff.

ACADEMIC SUPPORT/AFFILIATION

In 2000 the Bombeck Family Learning Center came under the umbrella of the School of Education and Allied Professions. The center serves as an important resource for UD students enrolled in Teacher Education, Psychology, Music, Art and other university departments.

NAEYC ACCREDITATION

In 2003 the BFLC earned accreditation from the National Association for the Education of Young Children, the nation’s leading organization of early childhood professionals. NAEYC created its accreditation program in 1985 to set professional standards for early childhood education, and to help families identify high-quality child care and early education programs. To earn NAEYC accreditation, programs conduct a self study to determine how well it meets the standards, the program is then observed by independent early childhood education professionals, and reviewed by a national panel.

POLICIES AND PROCEDURES

Licensing Statement

The BFLC is licensed to operate by the State of Ohio Department of Job and Family Services. The rules and regulations are available upon request. The Center’s licensing record is available upon request from the Ohio Department of Job and Family Services. The numbers and ages of children the center is authorized to serve are on the license posted on the bulletin board in the main hallway across from the family mailboxes. The 1-800 number for license information is posted in the Center hallway. Inspection reports and complaint investigation reports are also posted on the bulletin board for review.
The BFLC does not discriminate in the enrollment of children based on race, color, religion, sex or national origin, or disability in violation of ADA act of 1990, 104Stat. 32,42 U.S.C. 12101 et seq.

The state license determines the maximum teacher/child ratios to be maintained for each of the age groups as follows:

<table>
<thead>
<tr>
<th>Age of child</th>
<th>Staff/Child Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants (birth to 12 months)</td>
<td>1 to 5 or 2 to 12 in same room</td>
</tr>
<tr>
<td>Infants (12 months to 18 months)</td>
<td>1 to 6</td>
</tr>
<tr>
<td>Toddlers (18 months to 2 ½ years)</td>
<td>1 to 7</td>
</tr>
<tr>
<td>Toddlers (2 ½ years to 3 years)</td>
<td>1 to 8</td>
</tr>
<tr>
<td>Preschool (3 years)</td>
<td>1 to 12</td>
</tr>
<tr>
<td>Preschool (4 and 5 years)</td>
<td>1 to 14</td>
</tr>
</tbody>
</table>

The BFLC follows NAEYC teacher/child ratios. We believe that the lower ratios are an essential factor in providing optimal quality of care and meet or exceed the recommendations set forth by the NAEYC.

<table>
<thead>
<tr>
<th>Age of child</th>
<th>Staff/Child Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants (birth to 12 months)</td>
<td>1 to 4</td>
</tr>
<tr>
<td>Infant (12 months to 24 months)</td>
<td>1 to 4</td>
</tr>
<tr>
<td>Toddlers (24 months to 2 ½ years)</td>
<td>1 to 6</td>
</tr>
<tr>
<td>Toddlers (2 ½ years to 3 years)</td>
<td>1 to 7</td>
</tr>
<tr>
<td>Preschool (3 to 5 years)</td>
<td>1 to 10</td>
</tr>
</tbody>
</table>

**Hours of Operation and Calendar**

The BFLC is open on weekdays from 7:30 AM to 6:00 PM. The Center follows the University of Dayton staff holiday calendar. The Center will be closed additional days for Christmas and New Year’s Holiday as well as one teacher in-service day per year. The Center calendar is posted on the Parent's Bulletin Board located across from the mailboxes.

**Medications**

A completed “Administration of Medication by the Center Personnel” form must accompany any medication, prescription or over-the-counter drugs, to be administered to a child. The form is also necessary for any child who is to be on a special diet. This form must be filled out at the front office where the medication is to be dropped off. The
child’s name and the time(s) the medication is to be administered must be written on the form provided in the classroom each day in order for the medication to be administered.

For the administration of medication by a person other than a Center staff member and other than the parent, the parent must give permission in writing for that person to administer the medication. The written permission should include the name of the person and the time the medication is to be given.

SOEAP students will not be asked to administer medication. Full time teaching staff or other full time employees will administer medications.

**Communicable Disease**

As a childcare center that is licensed by the State of Ohio, it is required that the following procedures concerning communicable diseases be strictly adhered to at all times to protect the health and safety of all children and staff members. Any child or staff member exhibiting any of the following symptoms is considered to be possibly carrying a communicable disease and may not be in attendance at the Center. If a child becomes ill while present in our Center, the parent will be notified promptly. If the child shows the following symptoms, s/he will be isolated and the parent will be expected to pick up the child immediately (Minimum allowances for travel time).

- Temperature of one hundred one degrees Fahrenheit taken by the auxiliary method, in combination with any other sign of illness
- Untreated infected skin patches or rash
- Unusually dark urine and/or gray or white stool
- Stiff neck
- Vomiting more than one time or when accompanied by any other sign or symptom of illness
- Diarrhea (more than one abnormally loose stool within a twenty-four hour period)
- Severe coughing, causing the child to become red or blue in the face
- Difficult or rapid breathing
- Yellowish skin or eyes
- Conjunctivitis
- Evidence of lice, scabies, or other parasitic infestation
- Sore throat or difficulty swallowing

The child or staff member will not be readmitted to the Center until he or she is symptom free for a period of 24 hours, or until a physician’s written permissions verifies that there is no risk of contagion. If a communicable disease has been identified in the Center, parents will receive a written notice of exposure.

**Use of Video & Audio Tapes**
The parent of every child enrolled at the center must sign Permission to Videotape and Photograph Form. University students who are enrolled in education courses may videotape or photograph the children as they participate in classroom activities. These tape and photos are to only be used to revisit and evaluate your experiences with the children as you develop your understanding of Developmentally Appropriate Practice.

STUDENT GUIDELINES

Required State/Federal Forms

The Ohio Department of Human Services, which license childcare centers, requires the following:

1. Employee Medical Statement
A medical statement on the official state form must be signed by your doctor and returned to the center before you begin your scheduled field hours. This form specifies that you are free from communicable diseases, including tuberculosis, and is physically able to work with children.

2. Child Day Care Conviction Statement
Each student participant is required to be fingerprinted and sign the Child Care Conviction Statement regarding crimes involving child abuse or other crimes of violence. Go to the School of Education Dean’s office in Chaminade 104. State you are working at the Bombeck Family Learning Center and request to be fingerprinted. Students whose home address is outside of the state of Ohio will have to request a federal as well as state of Ohio check be made.

3. Three Reference Forms
Three reference forms are to be completed, signed and submitted to the center.

4. Policy & Procedures Form
Every student must read the BFLC statement of policy and procedures and sign they have read and understand the information the statements contain.

5. Confidentiality Statement
Every employee and any student completing field hours/observations at the BFLC must read and sign a statement agreeing to keep information gained at the center confidential.

Attendance
The Center teachers and the children count on your prompt arrival and consistent attendance. Your promptness and attendance reflect strongly to your level of professionalism and will be taken into consideration in evaluation of your field experience.

Students will be given a time card each two weeks and will clock in and out on the time clock located in the Staff Workroom. If you forget to clock in or out you must have your time card signed by Ann Kelker or your UD lab supervisor to receive credit for the hours. Students completing hours for EDT 211/212 are required to complete 45 hours each semester. This requires fifteen, three hour sessions. Due to variances in the University and Center calendar some students will have to schedule times other than their normally assigned time to get in 15 sessions. Schedule special/additional sessions with the Center secretary, Ann Kelker.
Students who need to make schedule changes must notify Ann Kelker, their cooperating teacher, UD Professor and their Lab Supervisor in writing two weeks in advance so accommodations can be made. Approval of a schedule change is at the discretion of your UD Professor and Lab Supervisor.

**Illness & Emergency**

As soon as you know that you will be out sick, or for an emergency, call Ann Kelker at the BFLC at 229-2158. If you are frequently late/or consistently out because of illness or other reasons it may be necessary to permanently replace you. EDT 211/212 students may not be able to complete the required number of hours and will not pass the EDT 211/212 Lab.

**Remember…**
- It is important to give as much notice as possible, preferably by 3:00 PM the day before your assigned hours.
- If you can’t let us know the day before or your illness comes on suddenly, call the center 229-2158 and leave a recorded message before 7:30 AM the day you will be out. *Please leave your name, BFLC classroom assignment and scheduled hours on the recording.*
- EDT 211/212 students should also email Dr. Adams and cc Joy Comingore letting them know of your absence. Students missing more than twice will be called in for a conference with their UD Lab supervisor.

**Staying Healthy**

Because of your exposure to many new germs there is a high probability you will get sick at least once early in your time here. Frequent hand washing is the best way to prevent illness or disease.

**Remember…**
- Wash your hands as you enter the building before entering the classroom, to keep outside germs to a minimum. Wash your hands often throughout the day and especially before you leave the building to keep chances of illness down.
- Plenty of rest and a balanced diet will also help you fight off infection and stay healthy.

**Dress Code**

A professional appearance of all Bombeck Family Learning Center employees and SOEAP students is essential in creating and maintaining a favorable public image. Employees and students are expected to dress in a manner consistent with the nature of the work performed here at the center. Appearance should be clean and casual; it should represent a positive and professional attitude throughout the Center.
Dress Code Guidelines:
- Jeans should be clean with no holes, and no low riders
- Shirts worn should not show midriff
- SOEAP EDT 211/212 students are required to wear the provided t-shirt
- No see through tops, halter, spaghetti straps, or tube tops.
- Writing and pictures on shirts should be appropriate for children.
- Skirts should be no shorter than 1 inch above the knee. Keep in mind you will be getting up and down off the floor and spending time bending over to get on the child’s level.
- Shorts should be knee length or within 2 inches of the knee.
- Shoes should be flats or gym type.

Parking
The center parking lot is for BFLC employees who have purchased a UD parking pass only. Other vehicles will be ticketed.

There are a limited number of parking spaces for BFLC parents to drop off and pick up their children. At no time are SOEAP students to park in the center parking lot.

Phone Calls
Cell phones are to be turned off when you enter the center. At no time are you to use your cell phone while in the classrooms or on the playground. If you have to make an emergency call let your cooperating teacher know and go to the staff work room to make the call. Because of the limited office personnel and the volume of calls we ask that you do not have people call you on the center’s line unless it is an emergency.

Job Description
Your role as a student participant will evolve as the semester or summer progresses and you gain knowledge and experience. In the beginning, (summer students) you will be involved in housekeeping tasks within the classroom. You can best facilitate this by becoming familiar with the locations of supplies and equipment, and with the everyday routines of the center. Please remember, some housekeeping tasks are part of the daily classroom responsibilities. Teachers and students will be involved with keeping the classroom and other areas of the center clean and safe.
Additional information about your role in the classroom will be discussed in the *Teaching and Practice* sections of this handbook.

**Evaluations**

Paid Student workers and UD students fulfilling field placements hours receive written evaluations.

Paid students workers will receive one evaluation per semester. EDT 211/212 students will be evaluated using the form provided in class twice each semester. Classroom teachers will go over the evaluation with you at midterm (EDT 211/212) and at the end of the semester (all students).

Students are asked to evaluate and give input on working conditions at the center as part of their course evaluation.

Students are expected to become a part of the community of learners and should bring concerns to mentor teachers first, if unresolved, then to the center director, UD Lab supervisor and UD professor.

Open communication between the classroom teacher and the student is the key to a successful and enjoyable experience at the center.

**Outside Employment & Baby-sitting**

The early childhood profession has worked very hard to counteract the misimpression that teachers are babysitters. The Bombeck Family Learning Center teachers are credentialed early childhood professionals, or individuals who are working toward credentials in the early childhood education profession, and we do not what to create any misunderstanding with our children and their families. To that end, teaching staff are encouraged not to baby-sit for BFLC children or be employed by a Center parent. When professional early childhood educators are employed as babysitters for BFLC children or in positions that bring them into regular contact with Center children, the role of the teacher and babysitter may become blurred in the minds of children, their parents, and occasionally, the teacher themselves. This can produce friction in the child's home and in the center, because the roles of teacher and babysitter are considerably different.

Students enrolled in EDT 211 or EDT 212 and who are fulfilling a required practicum at the BFLC are not permitted to baby-sit for Center children. Students not enrolled in EDT 211 or 212 may be employed by Center parents for babysitting. Staff will never give out a student's home phone number to a parent. Student staff are expected to keep anything that they hear/learn/observe while babysitting confidential. Furthermore, anything they hear/learn/observe while babysitting will not be discussed with others associated with the BFLC and conversely students will not discuss any BFLC matter with the family members while babysitting.
EMERGENCY PROCEDURES

Emergency Exits

Emergency exits are marked on the building map located in each classroom. Know where all the emergency exits are located.

Fire Drills

Fire drills are conducted once each month. For fire drills, all classrooms have assigned areas to meet outdoors. Make sure you know where your classroom’s assigned area is located. Fire drill routes are posted in each classroom and gym. If you are in the gym (preschool or toddler) take your children to their classroom’s assigned area outdoors if at all possible.

Fire Extinguishers

A fire extinguisher is located in every hallway. Know each location and instructions for use.

Child Abuse Reporting

Any member of the BFLC staff who suspects an incidence of child abuse is required by law to report his or her suspicions to the Montgomery County Children’s Services Board. The reporting staff member also alerts the Center Director.

First Aid

All full time staff are required to have First Aid and CPR certification. In each preschool classroom, the first aid supplies are in a backpack and in a cupboard. Make sure you know where they are kept or the specific cupboard. Additional first aid supplies are located in the front hall closet marked “First Aid.” You are required to know and follow the First Aid Guidelines covered in EDT 211/212 orientation and the first aid handbook found in the BFLC Staff Lounge for glove use and bleach for clean-up with blood spills. Boxes of gloves are kept in each gym area, classroom bathrooms, and the outdoor bathrooms.

Accident Report Forms/Procedures

- Report all accidents to the classroom teacher.
• Accident report forms are located in the classrooms.
• Your classroom teacher will be responsible for completing the accident report.

HEALTH & SAFETY

Child Supervision
• Never leave children alone anywhere in the center.
• Always find an optimal viewpoint that allows you to observe all activities under your supervision.
• Always closely supervise children when they are using potentially dangerous equipment such as woodworking materials, scissors or other pointed objects or are on climbers and slides.
• Avoid adult grouping in the classrooms or the playground. Adult grouping often interferes with the optimal supervision and interaction of adults and children. If you have to leave your group to for any reason, make sure another staff member is aware and can take charge of your group before leaving the area.

Safety
• Children will follow your lead; always be a positive role model.
• Model respect for self, others and property at all times.
• Enforce safety rules: When redirecting children's actions always let them know what they can do as well as what they cannot do, "Standing on the swing is not safe; you can sit down and swing."
• Gym and playground guidelines are located later in this handbook. Make sure you are familiar with both.
• If there is an accident, remain calm. Inform your classroom teacher or other full time staff member immediately.

Hand washing
• Hand washing instructions are located near the sinks in the classrooms. Know the “Stop Disease” method of hand washing.
• Teach children to wash their hands after entering the classroom from outdoors, after toileting and before snacks and meals.
“Stop Disease” Method of Hand Washing

1. Use SOAP and RUNNING WATER

2. RUB your hands vigorously for 30 seconds.

3. WASH ALL SURFACES, including:
   - back of hands
   - wrists
   - between fingers
   - under fingernails

4. RINSE well

5. DRY hands with a paper towel

6. Turn off the water with a PAPER TOWEL instead of your bare hand
Apply hand cream after frequent hand washing to prevent skin irritation.

WORKING WITH CHILDREN

Communication Guidelines and Helpful Hints

**Positive Direction:** Make statements in the most positive way when talking with children. For example, “Please walk.” “I cannot let you _______ but you can______.”

**Safety:** Instead of saying “Don’t run.” help the child reverse the action. For example, “Stop” or “Move your hand away from…” Remember children remember the last thing they hear. Make sure you tell them what you want them to do.

**Making & Giving Choices:** Avoid asking children, “Do you want to….” Or saying “Okay” if you are not really giving the child a choice. For example: “Come to the door when you finish.” Or “What size block are you going to pick up?”

**Foster independence:** Give children the minimum of help in order that they may have the maximum chance to grow in independence, but give the help they need. For example: “I know you can do it.” “I’ll start the zipper and you can finish zipping your coat.”

**Encouragement vs. Praise:** Words like, “Good job.” “Great” or “Wonderful” can become meaningless when used too often. They can also give a value message to the child. Phrases like, “I like it when you….” also give children value messages, motivation for behavior may be to please the teacher rather than for the child to internalize social norms of behavior. Instead give encouragement. “You look like you are really enjoying the water play. Do you need another boat?” “You used every color at the easel!” “You stood up all by yourself!”

**Labeling:** Avoid labeling. Describe what you see, do not make evaluative statements. For example: “You look angry right now, but I cannot let you hurt your classmate.” rather than, “You are angry.”

**Voice control:** Your voice is a teaching tool. Use words and a tone of voice that will help the child to feel confident and reassured.
Motivation/Redirection: Avoid motivating a child by making comparisons between one child and another or by encouraging competition. For example “Sit quietly in your area.” rather than “Look how nice Johnny is sitting.”

Eye contact: Make eye contact with a child by kneeling to the child’s level. Go over to the child rather than shout across the room.

Use the child’s name rather than sweetie or honey to demonstrate respect for the child. The children can call the student staff by their first names.

REMEMBER - Children learn gentleness, friendliness, and helpfulness by being around gentle, friendly and helpful people. Be “gentle giants” in the lives of the young children.

Meals and Snacks
The Center participates in the Child and Adult Care Food Program (CACFP). UD Students and adult staff are not included in the meal and snack counts.

We eat together…
- Everyone washes hands.
- If you eat with the children take only a token serving of the food to model table manners and good eating habits.
- Model “thank you” and “please” and encourage self-service.
- Engage the children in conversation (about their day, what they have been doing, what they did over the weekend…).
- Maintain a reasonable noise level.
- When children have a hard time eating, they may need another food choice, they may not be hungry, or they may not feel like eating. It is OK not to eat. You can encourage them to try things but children are not forced to eat.
- Inappropriate behavior like playing with the food may be a signal the child is finished eating.
- After the children have finished eating, remind them to clear their space and scrape their dishes.

Nap/Rest Time
All children are required to take an afternoon rest period. Children have their own sleep schedule. Some will be ready to sleep, other not. *Failing to sleep is not misbehavior!* Check with your classroom teachers regarding naptime policies.

Helping children rest:
- Remind children to go to the bathroom and wash their hands before going to their cots.
- If your assignment is in a toddler room, you will also help change diapers.
- Help children find their cots.
- Remind and help children to get their blankets, pillows and stuffed animals to their cot.
• Once the music begins, children stay on their cots
• Whisper talk, but only when necessary.
• Children in the toddler rooms usually need help to sleep. Read a story then rub their backs.
• For those quiet children who do not sleep, read a story, or rub backs.
• Non sleeping children should not be required to stay on their cots for expended periods of time. Provide quiet activities or books for non sleeping children.

Important reminders:

ADULTS REMAIN AWAKE AT ALL TIMES. The children must always be supervised. The occasional disruptive child may need to be moved to another room. Always maintain required teacher/child ratios. If you need assistance contact the front office via the classroom phone.

Group Time

Group time is for singing, discussing, sharing ideas, movement, finger plays, stories, active learning and much more.

• Children are encouraged to come to group time. Check with your classroom teachers for different strategies to help engage children.
• Sitting next to a disruptive child is a good behavior management strategy.
• When children speak up or interrupt during group time, they may be trying to engage in the active learning process. Check with your classroom teachers for guidelines on how they conduct their group time.
• When children participate, encourage them with positive feedback and responses to their comments.

Activity/Choice Time

We provide an environment that promotes children's choices and exploration. Children are encouraged to discover and challenge themselves. Much thought and preparation is put into the development of the classroom environment to provide stimulating and interesting experiences for the children.

• Children are encouraged to make choices to participate in an activity, center or table top experience.
• The activities and experiences are both child initiated and teacher initiated.
• Always be where the children are, move with the group. You do not always need to be actively engaged in the children play but you should be nearby. An interested observer.
• Give children warning for transitions. A five minute warning and another warning at 2 minutes helps promote smooth transitions.
• Teachers and children together clean up after choice time. "I'll pick up the square blocks. What shape are you going to pick up?" Or "I'll get the dress up clothes, you get the dishes."

• Encourage the children to see clean up as a fun activity. Encourage children to help each other.

TEACHING AND PRACTICE

Philosophy Statement

We who are involved in early childhood education at the University of Dayton are dedicated to giving our full attention to the needs of all the children whom we care for and educate. We believe that the positive experiences of infants, toddlers and young children are critical to healthy development and that these experiences establish a foundation from which children can reach their full potential. Based on best practices as established by the National Association of Young Children (NEAYC), the BFLC relies on an eclectic theory base. Bringing what is best from early childhood theorist, such as Piaget, Lev Vygotsky, Maria Montessori, Erick Erikson and the acclaimed early childhood movement from Reggio Emila, Itlay. We believe that children benefit from practice is well grounded in research. We also strive to maintain a program where children and families from all religious, racial and ethnic backgrounds will find an environment that embraces their similarities and differences.

We Believe in the Following Developmental Principles:

• Each child’s uniqueness is the result of interplay between genetic and environmental factors. Infant and child development involves interrelated physical, cognitive, emotional, and social changes. Rates of development vary from one child to another, but the sequential progression of growth does not.

• We believe that it is our responsibility to provide responsive and understanding care, responsible guidance, modeling and generosity in our warmth of feeling. Furthermore, we are committed to providing a developmentally appropriate environment in order to nurture growth in each of the areas of development, while treating each child as a whole being.

• We believe that it is the job of adults to provide children with enticing and accurate learning experiences that are based on sound content knowledge and developmentally appropriate practices.
The BFLC is dedicated to providing a safe, nurturing and protective atmosphere that allows for independent exploration and discovery of the world and the people in it. Children are given choices... they have opportunity to join with others in play or work... they have time to play, to think, to relax, and to observe others while in a protective, safe environment under the watchful eyes of professional educators.

Children’s development is supported in the physical, social, emotional and cognitive domains.  
**Physical:** Children are supported as they discover the physical development of their large and small motor skills.  
**Social:** Children are encouraged to interact with their peers, university students and adults in a positive and productive way.  
**Emotional:** Children are supported as they begin to understand their thoughts and feelings, and are reassured as they begin to realize that others may not think and feel as they do.  
**Cognitive:** Children are encouraged to learn at a self-directed pace in an environment that is enriching and that stimulates the child’s natural thirst for knowledge.

**Discipline of Children**

Teaching children appropriate behavior is discipline. Discipline is not punishment. If conflicts occur, strive to help children find alternative modes of behavior and explain why inappropriate behavior is not acceptable. Try to identify potential conflicts before they occur and to help a child before problems develop.

The BFLC strictly adheres to the discipline guidelines set forth by the Ohio Childcare Licensing Code. That Code includes the restrictions listed below:

- There shall be no cruel, harsh, Corporal punishment or any unusual punishments such as, but not limited to, pinching, shaking, spanking or biting  
- No discipline technique shall be delegated to any other child  
- No physical restraints shall be used to confine a child  
- No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or similar cubicle.  
- No child shall be humiliated or subjected to profane language, threats, and derogatory remarks about himself or his family, or other verbal abuse.  
- Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.  
- Techniques of discipline shall not humiliate shame or frighten a child.  
- Discipline shall not include withholding food, rest, or toilet use.  
- Separation, when used as discipline, shall be brief in duration and appropriate to the child’s age or circumstances, and the child shall be within sight and hearing of a childcare staff member in a safe, lighted, well-ventilated space.  
- The Center shall not abuse or neglect children and shall protect children from abuse and neglect while in the Center’s care.
Curriculum
Curriculum is the organized *framework* that delineates the content, the purpose, and the practice by which the children's learning experiences are planned, implemented, and assessed.

The BFLC curriculum is based on the belief that children are unique, capable individuals who are able to construct their own knowledge. It is grounded in early childhood research and theory, and knowledge of early childhood development.

The BFLC curriculum if framed by the four significant areas of development—social, emotional, physical and cognitive. It is guided by the Ohio Department of Education's Developmental Standards for Infants and Toddlers, and the preschool Early Learning Content Standards.

The BFLC curriculum affords children the opportunity to grow in their understanding of their world through extended projects and investigations. Topics for investigation are determined through observation of the children's interest while suitability of the topic for study is based on the topic's relevance to the children, the opportunity for direct investigation, readily available resources, and its ability to be easily represented through a variety of media. This *emergent* form of curriculum allows children through structured and unstructured play to process and reflect upon their experiences as they develop in a community of learners.

The BFLC curriculum is supported by ongoing program and individual assessment. Documented authentic assessment provides for an in-depth understanding of the children and their learning enabling the Bombeck curriculum to be a living document, a *framework* used to meet both individual and group needs.

PLAYGROUND

Outside is a place to run, yell and be active. Encourage children's active play. Observation is the most important role of the teacher outside. Children are encouraged to develop their own play schema but an observant teacher can anticipate dangerous or problematic situations before they can fully develop. The playground is also a learning environment. Teachers at time will work with the children's engagement and provocations on the playground to expand and scaffold a child's learning.

**Remember…**
We do not make distinctions between boys and girls. We want children to explore in their play, and we challenge staff to be aware of bias that may come up as play unfolds.

Children model what they see. Facilitate playground games.

**Playground Supervision Guidelines:**
- Position yourself for optimal supervision.
Do not lift or put any child onto any playground equipment. Children must be able to climb on the equipment on their own. Children may be given assistance climbing down off of equipment if needed.

- Bikes stay on sidewalks and go in a counter-clockwise direction around the circle.
- No sand, rocks, or mulch in the water tables.
- The concrete steps are off limits.
- The steep hill under the pine trees is off limits.
- The wooded area near the sand area is off limits unless accompanied by a teacher.
- One person only sitting on swings. No twisting of the swings.
- Children must have a teacher on the band field with them where soccer games, running, etc. is permitted.
- Make sure you let another teacher from your classroom know if you have to take a child indoors. Keep a head count at all times and keep the attendance sheet current.
- Avoid socializing with other center staff.
- Help children respect the outdoor environment and the toys.
- Check with your classroom teacher for your classroom's assignment for monthly playground duties.
- In warm weather, children may take shoes and socks off in the sand area only. In all other areas of the playground, shoes must be worn.
- Ask for help if you need it!

To ensure the safety of the children and the consistency and reinforcement of the playground guidelines, the teachers have agreed to station themselves in the following spots:

- At the bottom of the wooded area near the sand box
- By the restrooms
- On the hill near the swings
- In the courtyard near the sand area
- By the pine trees
- Near the bottom of the concrete steps
- Near the climber (fireman's pole & monkey bars)
Gardening is done with the teacher's help and supervision. Teachers collaborate with each other and the children about the care and use of the garden. Talk with the children about what is okay to pick in the garden and the reasons behind when and what to touch and pick. Help children learn to treat the natural environment with care and respect.

**Outdoor Toys and Equipment**

It is important that children use toys and equipment to enhance their play experiences. Help children learn the intended use of the toys so they do not become a safety hazard or broken, i.e. bikes are for riding, not used as battering rams. Negotiate with children to support their correct use of toys and equipment. Removal or confiscating the toy should be the last resort when the child has continued their inappropriate behavior after redirection or negotiation.

**Outdoors Learning Environment**

Rachael Carson in her book, *The Sense of Wonder*, speaks of an "inborn sense of wonder," but indicates that if a child is to keep this magic alive, he or she "needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in." One of our responsibilities as caring adults in the lives of the child is to keep our sense of wonder and excitement in the natural world alive, thus sharing and supporting the child's "sense of wonder."

**Gym Guidelines**

Gross motor rooms are available for all ages of children. The infant large motor room is located in the front hall; each wing has a gym area for the classrooms on that wing.

**Preschool Gym Supervision Guidelines**

- Enter the gym through the second gym door (closest to main entrance), line up your class before entering. Exit the gym thru the door closest to the classrooms.
- No screaming allowed in the gym at any time. Children will be louder than in the classroom but should not be using "outside" voices.
- Top of loft is a quiet area. Nothing is to be thrown off the top of the loft.
- The multi-colored tubes are for building, not construction of weapons.
- Shoes should remain on at all times.
- One person only sitting on swings. No twisting of swings.
- Equipment is for children's use only.
- Please clean up before your group leaves.
- Adults are to supervise all children in the gym, regardless of the child's classroom. Position yourself so that you can observe everyone.
• Limit the number of children of your group to six, four if they are more challenging.
• If you need help contact the front office via the wall phone.

Infant/Toddler Gym Supervision Guidelines
• Teacher/child ratios are to be maintained at all times
• Children are encouraged to climb and explore with close supervision from teaching staff
• Small manipulative toys stored in the gym closet are not appropriate for the gym space
• Teachers are requested to clean up before your group leaves
• Adults are to supervise all children in the gym, regardless of the child's classroom.

CLASSROOM ACTIVITY CENTERS
Below are just a few of the activity centers found in the rooms. In addition to the ones listed below you will also find science centers, writing centers, and computer centers,

Book Area
Student's role:
Reading
• Read stories to children
• Discuss the pictures and have children predict the story from the pictures
• Encourage children to read and look at books together
Creating Stories
- Be expressive in character dramatization
- Act out stories and help children act out stories
- Use puppets to tell stories or act out stories

Books
- Model correct handling of books and materials
- Treat books gently and model returning them to the book rack when finished reading

Block Area
Includes blocks, transportation toys, and building toys.

Student's role:
- Sit on the floor. Be available to facilitate play and model negotiation strategies.
- Use how and why questions as you talk with children about their play.
- Introduce other materials that can be used with blocks, i.e. paper and pencil to make a sign, play people or animals, etc.
- Help children keep a lot of space between structures. Help them anticipate space needs. For example, direct them to begin a structure a few feet from the shelf instead of directly in front of the shelf so they will be able to access additional blocks when they need them and others going for block will not knock down their structure.
- If inappropriate behavior occurs, redirect. If behavior is dangerous, hitting or throwing, redirect child to another area until they can play safely.
- Help children put the blocks away neatly after they finish play. Shelves are labeled with the different sizes and shapes of blocks. Assist children in putting blocks in their appropriate place.
- Don't limit construction ideas. Check with your classroom teachers for specific guidelines on height of structures permitted.
- Model cooperative behavior, not block construction.
Manipulative Area

This area includes legos, puzzles, small figurines, and other tabletop toys.

Student's role:
- Encourage imaginative play.
- Model cooperative behavior, not building construction.
- Negotiate and problem solve.
- Model the concept of sharing and taking turns.
- Materials should be returned to the shelf after play. Assist or remind children to return materials to their proper place.

Art Area

Art is Messy! Anticipate painty hugs and sticky fingers. Wear clothes that can be washed.

Student's role:
- Model behavior but not art. Allow children to develop their own work and decide how their work will develop. Do not draw for them even if they ask you. Encourage their efforts.
- If you need to sign art for young children, ask where he/she would like their name printed then spell it aloud as you print the letters.
- Art materials should be returned to their proper place after they are finished. Assist children in putting materials away.
- Refrain from judgment or praise. Instead ask the children to tell you about their work or tell you how they feel about their work.
- Use statements that describe their work rather than provide value judgments. For example: "You used all the colors on your picture." Or "You worked for a long time on this piece."
Dramatic Play

Each room has at least one dramatic play, pretend area. The purpose of the dramatic play area is to allow children to pretend and role play without adult direction and interference. Children are permitted to develop their own play schemes.

Remember, children may act silly, bossy or pretend to act frightened as they role play different scenarios. This helps children act through life situations and gain a sense of power and control.

Student's role:

- Refrain from stepping in with adult perspectives.
- Allow children time to work out their own difficulties unless the situation becomes harmful or dangerous. Sometimes just your presence on the outskirts observing will help children monitor their own actions.
- You are there to observe and participate at the children's invitation. Don't take over their play.

You are here to learn and have fun! Enjoy yourself!