



USF Preschool for Creative Learning
POLICIES AND PROCEDURES



USF Preschool for Creative Learning

2015-2016 Calendar

DATE:

August 11, 2015
August 13, 2015
August 17-21, 2015
August 24, 2015
September 7, 2015
November 11, 2015
November 18-20, 2015
November 26-27, 2015
December 21-Jan 1, 2016
January 18, 2016
March 14-18, 2016
May 25-27, 2016
May 30, 2016

IMPORTANT DATES:

VPK Parent Orientation
2 and 3's Parent Orientation
Closed for Work Week
First Day of School
Closed for Labor Day
Closed for Veterans Day
Closed for Professional Development
Closed for Thanksgiving
Closed for Winter Break
Closed for MLK Day
Closed for Spring Break
Closed for Professional Development
Closed for Memorial Day

USF PCL Policies and Procedures

Table of Contents

Introduction

History

Mission

Philosophy

1. Relationships

 1.1 Parents as Partners

 1.2 Interaction Guidelines

 1.3 Discipline

 1.4 Transitions

2. Curriculum

 2.1 Academics

 2.2 Goals, Objectives, and Framework

 2.3 Planning

 2.4 Field Trips

3. Teaching

 3.1 Classroom Environments

 3.2 Caring Communities

 3.3 Supervision

 3.4 Rest Time Guidelines

 3.5 Daily Schedules & Routines

4. Assessment

 4.1 Purposes

 4.2 Procedures

 4.3 Timelines

 4.4 Confidentiality, Release of Photos, and Artifacts

 4.5 Parent Involvement

 4.6 Communicating Assessment Information

5. Health & Safety

 5.1 Child Health Records

 5.2 CPR & First Aid Training

 5.3 Sickness/Illness

 5.4 Indoor/Outdoor Play

 5.5 Diapering & Toileting

 5.6 Hand Washing

 5.7 Medications

 5.8 Meals & Snacks

 5.9 Cleaning & Sanitation

 5.10 Emergency Plan

 5.11 Medical Emergency Notification

USF PCL Policies and Procedures

- 5.12 Child Abuse & Neglect
- 5.13 Drop-off & Pick-up
- 6. Teachers
 - 6.1 Code of Conduct
 - 6.2 Teacher Qualifications
 - 6.3 Job Descriptions
 - 6.4 Professional Development Plan
 - 6.5 Performance Evaluation
 - 6.6 Staff/Child Ratios
- 7. Families
 - 7.1 Waiting List
 - 7.2 Conditional Enrollment
 - 7.3 Open Door
 - 7.4 PTO
 - 7.5 Parent Support
- 8. Community Relationships
 - 8.1 Department of Teaching and Learning
 - 8.2 Campus-Wide
 - 8.3 Community Partnerships
 - 8.4 Field Experience and Research Protocols
 - 8.5 Professional Memberships
 - 8.6 Advocacy
- 9. Physical Environment
 - 9.1 The Building
 - 9.2 The Playground
 - 9.3 Equipment & Furnishings
 - 9.4 ADA compliance
 - 9.5 Transportation & Field Trips
 - 9.6 Environmental Health
- 10. Leadership & Management
 - 10.1 Licensing
 - 10.2 Accreditation
 - 10.3 Governance & Organizational Climate
 - 10.4 Program Director
 - 10.5 Administrative Assistant
 - 10.6 Hiring Documentation
 - 10.7 Personnel Policies
 - 10.8 Accident & Liability Coverage
 - 10.9 Financial Policies
 - 10.10 Purchasing

USF PCL Policies and Procedures

INTRODUCTION

This policy and procedure manual is organized to correspond with the ten accreditation standards from the National Association for the Education of Young Children (NAEYC, 2015). Individual policies are coded to align with NAEYC criteria where relevant. USF Preschool for Creative Learning (USF PCL) is a part of the University of South Florida; therefore many of our operation procedures are guided by USF policy/procedure.

HISTORY

The University of South Florida Educational Research Center for Child Development (ERCCD) was proposed and approved by the Florida Board of Governors in 1984. In 1987, the College of Education appointed a board of directors to participate in the planning for the new center. Groundbreaking for the new building took place in February 1989. The ERCCD officially opened its doors on May 7, 1990 with Dr. Janet Allyn serving as the director. In 1996, the name of the program was changed from the Educational Research Center for Child Development to the USF Preschool for Creative Learning in order to have a more child and parent friendly name. With the name change, however, the center maintained its focus of high quality care, research, training, and commitment to diversity. Early childhood education majors, graduate students, and professors from various colleges continue to utilize the USF PCL for teaching and research.

MISSION

The mission of the USF PCL is to provide a site to demonstrate, observe, study, and teach exemplary practices in Early Childhood Education. In this way, the PCL improves the education of young children and their teachers. The PCL accomplishes this mission by addressing three related goals:

1. Serve children of USF students, faculty, staff, and community members by providing an environment that supports children's intellectual growth, social/emotional competence, and physical development. Faculty and staff at the PCL develop reciprocal relationships with families in order to make connections between the family's knowledge and the professional knowledge of the field of early childhood education.
2. Serve as a site for teacher education, interdisciplinary collaboration, and professional development by providing a context for implementing best practices in the field of early childhood education.
3. Extend knowledge and cultivate innovative early childhood practices by providing opportunities for students, teachers, and faculty to engage in research within an early learning context.

USF PCL Policies and Procedures

The PCL is committed to equity in early childhood education, and implements practices that build upon the diverse range of young children's capabilities and characteristics and those of their families.

PHILOSOPHY

The USF PCL exemplifies an inquiry approach to teaching and learning, innovating and improving early childhood education through teacher education, research, and community engagement.

The faculty and staff at USF PCL believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and develop skills they will need to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings.

1. RELATIONSHIPS

1.1 Parents as Partners

The USF PCL aims to build strong relationships between home and school, sharing information about the child's school and home life collaboratively to provide the child and family with a high quality early childhood experience (10.A.01). We use the term "parent", "children of", and "family" interchangeably at the USF PCL, for we are aware that many children live with and/or are cared for by persons who are not their biological or adoptive parents, including step-parents, guardians and guardians ad litem, foster parents, spouses and partners of children's parents, aunts/uncles, grand-parents, etc.

Welcome: After the enrollment process has been completed, the Parent Teacher Organization (PTO) organizes a social event to which all currently and newly enrolled families are invited. The event provides a friendly atmosphere for meeting teachers and the other children and families making up the USF PCL community (10.B.08).

New Family Orientation: Prior to the first day of attendance, each family will meet with the director for orientation for discussion of:

- Information in the Family Handbook (philosophy, policies, routines, and procedures)
- Financial options (School Readiness, VPK, tuition payment guidelines)
- Individual child or family considerations and needs (health, language, learning, personal family situations, etc.)
- Curriculum and assessment
- General questions (10.B.08)

USF PCL Policies and Procedures

In addition, a New Family Orientation social event/information session takes place at the beginning of the school year. The meeting provides families with an opportunity to meet each other and discuss questions they may have prior to the first day of school. This provides the director an opportunity to officially welcome new families and explain important policies and routines to help families' transition into the program.

Prior to the first day of attendance, families will complete a Home Information and All About My Child form. These forms provide us with information about family demographics, language, culture, traditions, religion, family structure, and the uniqueness of your child. This enables teachers to create an environment that is welcoming and supportive to all families. Returning families will update this form annually (**1.A.02; 7.A.02; 7.A.03; 7.A.09**).

Communication: Ongoing communication is facilitated in various ways between families, teachers, and staff to allow for multiple perspectives on a child's development and interests to enhance the child's learning experience (**1.A.03; 7.A.06; 7.A.08; 7.A.09; 7.A.11**). These include:

- USF PCL website and classroom blog portal
- Parent meetings and conferences
- Classroom weekly sheets
- Email communication
- Open door policy
- Family calendar in lobby
- Daily informal conversations

Home Languages: All program documents and information can be translated upon request into a home language other than English through USF. If an interpreter is needed for conferences, one will be provided upon request (**4.E.05; 7.B.01; 7.B.02; 7.C.04**).

Meeting Family Needs: The USF PCL works with families when circumstances arise that may necessitate adjustments to a child's routine, attendance schedule, authorizations, etc.

Concerns: Families are encouraged to approach the lead teacher or the director directly with any problems, concerns, or ideas. Family events or changes of any kind can greatly affect a child's demeanor and behavior at school, so timely communication assists the staff to respond effectively to the child (**1.A.01; 7.C.02**).

Respecting Diverse Family Structures and Traditions: The USF PCL welcomes children and families with many diverse characteristics and tradition. The USF PCL adheres to USF policy and procedures that address the need to make accommodations.

1.2 Interaction Guidelines

We follow the National Association for the Education of Young Children (NAEYC) *Code of Ethical Conduct*, we use these core principles as a guide for interactions among faculty and staff, staff and children, staff and families, staff and undergraduates, researchers, and university employees, etc.

USF PCL Policies and Procedures

- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at child's level whenever possible.
- Uses smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunchtime and engage in conversation (3.D.07).
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.
- Commit to an environment of inclusion that celebrates differences and builds on common characteristics and values.

Staff avoid the use of negative language ('no', don't) as much as possible and express rules in terms of the desired behavior. For example, "please use walking feet," "I need you to help me put this away."

USF PCL accepts children with special needs as long as a safe, supportive environment can be provided for the child consistent with the requirements of the Americans with Disabilities Act.

1.3 Discipline

All staff, volunteers, and intern students sign the *Affidavit of Good Moral Character* and *Discipline Policy Statement* at the time of hire, as well as attend an orientation about the USF PCL about the USF Discipline Policy. No corporal punishment or coercion of any kind is used at the PCL and food is never withheld or used as a form of discipline (1.B.09; 1.B.10). Redirection, positive reinforcement, modeling, and natural consequences, along with a verbal explanation and Positive Behavior Support are our primary methods for development of acceptable behavior. If children are having difficulties controlling their bodies, they may be asked to sit and calm their bodies. Children are not forced into a "time out", but rather given options of where they would like to calm themselves. Children will have the opportunity to convey readiness to return to their group and activity.

In the event a child loses complete control and is harming himself, others, or disrupting a learning experience for the class, he/she may be taken out of the classroom/ playground to the director's office to "calm their body" and regain control before rejoining the other children. Children are involved in helping determine appropriate rules and expectations for each class. Children are not allowed to hurt other children, adults, or abuse materials and equipment, and are taught to use the materials and equipment productively and appropriately. They are taught to respect, help, and care for one another.

The USF PCL faculty and director work with parents on discipline problems for each individual child. Although we encourage daily informal conversations between parents and staff, the child's lead teacher may not be present at time of pick-up time, so we may

USF PCL Policies and Procedures

provide daily informal written reports and email during the day to maintain communication. Working as a team we can solve most problems. For persistent challenging behaviors, teachers, and parents together develop an individualized behavior plan. Teachers make environmental accommodations when appropriate to create conditions that promote positive classroom behaviors. If difficult behaviors persist, parents may be referred to *Early Steps* (birth-3) or *Child Find* (3-5) or other professional resources (1.E.01; 1.E.02).

1.4 Transitions: USF PCL plan transitions carefully and we are sensitive to the challenges our context creates as a laboratory/ teacher educator program with student employees and pre-service teachers.

Within-Day: Transitions from one activity to another are announced to children in a developmentally appropriate ways for every classroom. Classroom storage areas and centers are labeled and organized to facilitate children taking as much individual responsibility as possible.

Staff: Lead teachers and assistant teachers have primary responsibilities for a single group of children. GA's (Graduate Assistants) are assigned likewise. Hourly work-study hourly assistants are scheduled as much as possible for one class group when possible. Clipboards are maintained to facilitate daily communications between AM/PM teachers (10.B.13).

2. CURRICULUM

2.1 Academic Freedom

The College's support for academic freedom guides our belief that as a laboratory and teacher educator program, our teaching staff have the responsibility to inquire and experiment with curriculum that is developmentally appropriate (Copple & Bredekamp, 2009) and reflective of current research literature on early childhood education. We facilitate and/or conduct research that will advance understanding of how young children learn, grow, and develop. USF PCL encourages and supports our teachers' roles as participant/observers, action researchers, and curriculum decision-makers. Teachers are expected to know, understand, and collectively participate in on-going dialog about how the program philosophy translates into curriculum decision-making and daily learning experiences that demonstrate best practice and support children's individual needs and interests (2.A.01; 2.A.02). The USF PCL utilizes Creative Curriculum in order to meet VPK and School Readiness requirements, while implementing Project Approach as our framework.

2.2 Curriculum Goals, Objectives, & Framework

USF PCL Curriculum Goals:

- Provide children the opportunity to explore and inquire based on their interests and abilities.

USF PCL Policies and Procedures

- Help children acquire the skills and dispositions they will need to become life-long, self-directed learners.
- Teach children social emotional skills to understand and practice tolerance, acceptance, and respect for others.

USF PCL Program Objectives: USF PCL uses several sets of applicable standards to inform program objectives:

- *Florida Early Learning Standards Birth to Five*
- *Florida VPK Education Standards* for our 4-year-old classrooms

These standards and the use of Creative Curriculum serve as our guide for curriculum objectives and assessment of growth and development (2.A.05). The standards address *Approaches to Learning*

Curriculum Framework (2.A.01; 2.A.03):

The Creative Curriculum objectives through a Project Approach framework designate how our program is contextualized to achieve our programs vision/mission/ and philosophy. Curriculum content address the following areas:

Social Studies: Children's awareness of themselves and the world is developed by establishing respectful and supportive classroom communities that focus on the sharing of cultures, customs, language, and traditions of the families in the class. They learn about their immediately world with many field experts, excursions, experiences, and interactions with people and places within our community.

Language Arts & Emergent Literacy: Multi-modal literacies develop through daily experiences and practice with many forms of communication. It is a literacy-rich process that involves communicating learning in a variety of ways (e.g., speaking, writing, drawing, graphics, painting, pretend play, 3-dimensional construction, music/movement, and digital photography). Making extensive use of high-quality, culturally responsive literature, modeling, recording, and revisiting conversations and discussions, and generating literacy products such as books, charts, and letters, enables children to progress from the acquisition of language to the productive use of oral and written language to express original ideas.

Physical Development: Physical development occurs both naturally through various types of play and intentionally by planning opportunities and activities to strengthen and refine fine and gross motor skills. Physical experiences develop the child's body coordination, balance, agility, and spatial awareness.

Creative Arts: Creativity is important for development of the whole child, a means to demonstrate learning, and express ideas. Children need exposure to a variety of materials that can be used in various ways. Exposure to a wide variety of visual arts, music, dramatic, and movement activities is imperative.

Math: Children acquire fundamental mathematical concepts, logical thinking, and

USF PCL Policies and Procedures

problem solving through the manipulation of materials and application of skills and concepts to real life situations. Concepts learned through work with manipulatives, block-building, sand and water play, and problem solving embedded in group project work include one-to-one correspondence, patterning, counting, sorting, comparing, shape recognition, addition, and subtraction.

Science: Children are innately curious about the natural world and their environment; they develop science process skills through observing, classifying, measuring, communicating, inferring, predicting, and experimenting with familiar objects, animals, and natural processes. Experimenting, learning through trial-and error, hypothesizing, and developing systematic inquiry processes take time and repeated opportunities to discover how things move, grow, and change. The Project Approach offers natural and meaningful exploration of how scientific principles are applied in daily life.

Social/Emotional: The learning environment should encourage the development of children's positive self-concepts by enabling them to cope with setbacks and frustrations without losing self-confidence. Children are supported as they learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. USF PCL children learn to respect others' feelings, choices, and opinions.

Health and Safety: Through adult monitoring and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Serving a healthy breakfast and snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.

2.3 Planning

Lead teachers and assistant teachers have planning time outside the classroom for at least one hour. They are expected to conduct a planning meeting with pre-service teachers to keep them informed of daily curriculum activities and assessment information via verbal communication and daily communication. Planning supports the program philosophy, includes a focus on integrating assessment information for individualized learning (4.D.02), and is expecting to include responsiveness to family:

- Home values and perspectives
- Beliefs
- Experiences
- Language (2.A.04, 2.A.06, 2.D.01)

Teachers may devise their own format for written lesson/activity plans. Daily plans must be posted at least weekly outside the classroom door and are to be written in a manner that demonstrates consistency with curriculum goals and objectives (2.A.03).

2.4 Field Trips & Supplemental Activities

USF supports field trips and field experts as an integral part of the curriculum. Field trips and experts support cognitive and social development of young children and are expected

USF PCL Policies and Procedures

to be planned for several purposes (a) as field work to support inquiry-based project investigations, (b) as cultural enrichment experiences, (c) to facilitate or support collaboration with children and teachers from other programs or schools. Informal visitors will come in throughout the year dependent on children's projects as a part of the curriculum, involving parents, USF Faculty and Staff, and local community whenever possible and appropriate. Parents are regularly invited to chaperone and attend field trips and other activities (8.B.01, 8.B.02, 8.B.03, 8.B.04).

3. TEACHING

3.1 Learning Environment

USF PCL's philosophy respects our understanding of the environment as another teacher. All staff are expected to work together collaboratively to plan, implement, and maintain a learning environment that supports the philosophy/ vision/ mission of the program and that helps children manage their behavior and transitions (3.A.05). Their choices should reflect an understanding of children's developmental characteristics and individual needs and interests (3.A.01). The environment should be safe, stimulating, predictable, and organized. Children's work is regularly displayed (at child eye level when possible) and used to revisit and extend their learning (3.A.02-04, 3.A.06-07, 3.D.05).

3.2 Caring Communities

Respect for each child's needs, abilities, and interests are of utmost priority. Teaching staff are expected to create and maintain a setting in which children of differing abilities, home and community contexts, and values are respected and integrated to form a cohesive community of learners. Teachers are expected to create, offer, and scaffold opportunities for children to participate in classroom decision-making and develop independence, empathy, and mutual respect. Teachers are expect to individualize behavior management and learning plans and involve parents in decision-making on behalf of each child (3.B.12, 3.F.03).

3.3 Classroom and Playground Supervision

Adult/Child Ratios: We meet or exceed the required NAEYC staff/child ratios at all times indoors and outdoors (10.B.12). Ratios are lowered when warranted due to individual or special needs, especially on field trips depending on destination, expected crowd conditions, extent to which destination space is open/confined, etc. Teachers take a cell phone, emergency contact information, and first aid kit on all field trips (3.C.02-05). Adult/child ratios are posted in each classroom.

Group (Max Size)	2's	3's	4/5's
DCF	1:6	1:11	1:15
NAEYC	1:6 (12)	1:9 (18)	1:10 (20)
PCL Classroom/ Playground	1:6 (12)	1:9 (18)	1:10 (20)
PCL Nap/Rest Time	1:6 (12)	1:9	1:10
PCL Field Trips	1:2	1:6	1:7

At any time when children are present in the school, there are at least two adults present,

USF PCL Policies and Procedures

at least one of whom is a lead teacher, assistant teacher or the program Director. Classroom space is designed so that there is an area where children can go to be alone, but not completely out of sight/sound (3.C.02). Each classroom has a child restroom with a privacy half door or window, to allow for staff monitoring without intruding on the child's privacy (3.C.04).

Supervision Skills and Methods: Our approach to supervision includes the following components:

- **Awareness** requires a knowledge of children, including knowing each child's range of skills, interests, ability to interact with others and developmental stage. Knowledge of children helps teachers to monitor and enhance skills that promote children's positive behavior. When a child is upset, an adult immediately investigates the cause of the problem.
- **Positioning** requires being able to see all of the children. Staff position themselves to be aware of the entire classroom and to see as many children as possible. All children are monitored by sight or sound at all times. When a child needs attention, teachers do not talk across the room, but move to where the child is.
- **Scanning** involves regularly glancing around the classroom and playground to see children's involvement and what is happening and maintain accurate mental headcounts.
- **Redirection** is a pre-emptive means for preventing undesirable or unsafe behavior from occurring. Children are redirected to other areas/activities when undesirable behavior is immanent or occurs. This technique helps ensure the safety of all children.

Supervision for all children in areas that are near equipment where injury may occur, requires the use of the above methods and being in close proximity to the children.

Children waiting to be picked up due to illness or injury are kept safe, comfortable, and under close supervision in the office.

Toddler Supervision (2's)

- Teaching staff supervise 2's by sight and sound at all times.
- At least one staff member will be able to see children at all times.
- Staff is aware of the entire room and rotate position as needed.
- A teacher accompanies a child into the bathroom if necessary and/or monitors children at all times while toileting (3.C.04).

Preschool & Kindergarten Supervision

- Teaching staff supervise children primarily by sight and are aware of where children are at all times. Supervision by sound alone occurs for no more than two minutes.
- Teachers scan the entire classroom in order to observe what is happening. Teachers position themselves in order to see the entire classroom.
- Teachers are aware of each child in order to maintain a safe environment.
- Teaching staff check on those children if they do not return quickly from the task (3.C.04, 3.C.05).

Playground Supervision: The playground has physical barriers that divide it into four zones, the number of adults available on the playground dictates the maximum number of areas available for use (i.e., one adult, one area open; two adults, two open areas). Staff may restrict children to fewer zones so that more adults per child are available to supervise.

- Staff position themselves near large equipment
- Staff supervision focus is interaction with children and promoting safe play; informal visiting among staff is not permitted
- Sand toys and trucks are limited to the sandbox area
- Trikes are limited to the bikeway
- A drinking fountain is located on the porch for children to access water.
- Children needing to use the bathroom will be monitored by the staff assigned to the porch zone
- A teacher is assigned to the porch zone to assure no children are going inside during outside time
- After outside time toys are returned to the sandbox and bikes are placed in the shed, along with any other gross motor play equipment
- Playground is continually monitored for trash and debris

The playground gate is *kept locked at all times*. Parents must enter the building/sign out their child, and then return to playground for pick-up when they come at times children are outside playing.

If children can't play outside, the classrooms or multi-purpose room is used and indoor classroom supervision rules apply (3.D.01, 9.D.03).

- If the temperature is 90 degrees or higher in the shade
- Inclement weather
- An environmental or safety alert has been issued

Fire Drills: During monthly fire drills, children are taken to the back fence of the playground, and remain there until they are released to re-enter the building.

3.4 Rest/Nap Time Supervision

Sleeping Children Supervision: Teaching staff position themselves so they can hear and see sleeping children.

- At least two staff are present when children of any age are napping.
- At least one Lead Teacher or the program Director is in the building to assist with any difficulties that may occur during nap/rest time.
- Sleeping children of any age will not have their heads covered.
- Teachers position themselves so that all children can be monitored.
- Teachers use appropriate strategies to assist children (e.g., rubbing backs, talking softly, dimming lights, playing soft music, etc.)
- Children who awake early or do not sleep are supervised and provided quiet activities.

USF PCL Policies and Procedures

- Teachers provide parents with information about any issues that interfere with children's ability to rest (3.C.03).

3.5 Daily Schedules & Routines

Teachers develop a daily schedule for each class group that allows for a balance of indoor/outdoor, quiet/active, small-group/ large-group/ individual, and child-initiated/ teacher-directed activities (3.D.01). Teachers use routines to create a sense of security, predictability, and promote social interaction (3.D.02). A Daily Schedule is posted outside each classroom. Schedules are flexible and adapted to respond to unanticipated or spontaneous learning opportunities (3.D.09). Teachers use classroom routines, transitions, and rules to provide children opportunities to participate and develop responsibility and citizenship (3.D.08, 3.D.09).

4. ASSESSMENT

4.1 Assessment Purposes

USF PCL's *Assessment Plan* (4.A.01-03) is consistent with the program's philosophy and goals. Assessment is comprehensive and intended to provide information across all developmental domains (4.B.02). Assessments are conducted in settings that are familiar and comfortable for children and conducted by adults they know and trust (4.A.02). The purposes of our assessment system are to:

- Gather information using multiple means that are culturally respectful, meaningful, authentic, and accurate
- Describe each child's development and learning
- Provide families with comprehensive and relevant information about progress and/or indicators that referral is needed for external diagnostic evaluation
- Identify children's interests and needs
- Make appropriate instructional decisions and adaptions for each child
- Use assessment results for program improvement
- Communicate effectively with parents as partners in their child's early childhood education (4.E.04)

Primary methods of assessment include:

- Observation
- Anecdotal records
- Skills checklists
- Developmental screening
- Family surveys
- Interest inventories
- Performance assessments
- Work sampling
- Informal & written communication
- Developmental narratives

When warranted, additional formal and/ or informal methods that may be used include:

- Running records
- Behavior checklists
- Time/event sampling
- Video/audio recording
- Standardized testing and/or specific instruments authorized by families as requested by resource/ referral agencies or specialists for extended diagnostic evaluation of individual children (4.B.03)

4.3 Assessment Timelines

Assessment begins prior to the child's initial enrollment with parent survey/ intake forms and continues throughout the academic year, with assessment information for each child maintained in a portfolio that moves with the child through the program from teacher to teacher. The Lead teachers conduct formal parent/ teacher conferences once each semester (4.E.02) and maintain close, informal contact with families throughout the year. At enrollment and re-enrollment, USF PCL distributes to families the *Assessment Plan Timeline* (see appendix) that provides an overview of the entire process including timelines, procedures/methods, instruments, products, and follow-up (4.A.02, 4.B.06, 7.B.03).

4.4 Confidentiality, Release of Media and Artifacts (4.E.07)

The USF PCL is a laboratory/teacher educator school, therefore there are many students and members of the USF community visiting the PCL doing observations, research, and field experience assignments. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only. Individual child files and assessment portfolios may only be accessed by:

- Program Director
- Lead Teachers
- Assistant Teachers
- Level 4 ECE pre-service teachers
- Administrative Specialist
- Authorized personnel of state DCF licensing agency
- Authorized personnel from the NAEYC accreditation team
- Health officials with specific authorization from parents
- The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Hourly and Federal Work Study students). Information that Lead Teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If pre-service teachers working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use, with the *Permission to Use Classroom Artifacts* form.

USF PCL Policies and Procedures

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a teacher educator program, USF PCL has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children's work and learning that are presented in hallway displays and posted to the *Projects* page and/or the blog on our website. Parents are given the opportunity annually to sign a release permitting the *routine* use of children's photographs and/or work for these purposes.

Specific written permission will be requested prior to any release of images or child artifacts for campus or public relations purposes to community media and compilation of NAEYC accreditation classroom and program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest, informal, and frequent communication among staff and parents. However convenient; hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child's teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For student employee records, USF PCL complies with all federal confidentiality requirements as outlined by the university's policies for compliance with the *Family Educational Rights and Privacy Act* per the federal FERPA law. For requests of USF PCL for information regarding children, we use signed releases from parents.

Cellphone Usage

No cell phones can be used during drop-off, pick-up, or volunteer time. Many parents enjoy photographing their child at the PCL, and many times other children end up in the photograph. Pictures taken within the PCL fall under strict confidentiality. Therefore, no photos can be disseminated in ANY FORM without the written consent. Staff must refrain from using a cellphones for personal use while in classrooms or visible spaces within the PCL.

All staff and families are reminded that no identifying information about USF PCL children, families, or activities may be posted on personal social-networking sites.

Child and staff files are kept locked in the Administrative Specialists office. Child Assessment Portfolios are kept in the Director's office. USF PCL complies with USF policies for record retention, destruction, and archiving.

4.5 Identification of children with special needs

Children are accepted for enrollment assuming that (a) the child is able to benefit from the USF PCL program, (b) the child's behavior does not pose a significant threat to the health and/or safety of themselves or of the other children or staff, and (c) parents abide by our policies and cooperate with and support our efforts to meet their child's individual

USF PCL Policies and Procedures

needs. At entry, our collaboration with each family begins as we ask them to complete (a) the *Ages and Stages Questionnaire* (2006, 2nd Edition), a developmental screening tool that is normed and standardized across diverse populations and widely used in early childhood programs. This tool may be re-administered subsequently (as well as its companion version, the *ASQ Social-Emotional*) if observational or anecdotal information indicates existing, possible, or emerging special needs (4.C.01).

In Florida, public schools meet the requirements of legislation for preschool children through Early Steps (birth-3) and Child Find (3-5) processes. If an enrolling child has already been identified with special needs, USF PCL staff meet with the family and external professional resource available to review the IFSP, IEP, or 504 plan. If our assessments and collaboration with families indicate the need for additional screening or developmental evaluation of children not previously identified with special needs, we will request that parents initiate the *Child Find* process and we will make every effort to provide assistance/ facilitation with the process (7.B.04, 7.C.03). If a child is receiving private services, USF PCL requires that any relevant information needed to meet the child's needs be provided to us so that we can make physical and instructional accommodations.

Our expectations of families include:

- Follow-through on our recommendations for referral of the child to the early intervention networks for evaluation and follow-up services.
- In-school parental time commitment if the child's behavior or needs require intensive individual attention that presents a significant challenge to our teachers for meeting the needs of other children in the class.
- Adjustment of the child's attendance schedule if teachers deem it beneficial or necessary to meet the needs of other children in the class.

After enrollment, if any of these conditions are not being met, USF PCL may request that the child be withdrawn, but will make every attempt to aid the parents in locating a placement in another program.

4.6 Communicating Assessment Information

Staff-Staff: Lead teachers meet at least once weekly with the Director or Graduate Assistant to plan, and maintain daily oral and written communication with undergrad pre-service teachers about children's learning experiences, needs, interests, and ongoing adaptations to the curriculum that are informed by the assessment process (3.A.01, 4.D.02).

Staff-Families: Teachers maintain ongoing verbal, electronic, and informal written communications with families about both group and individual progress. Specific information about the assessment system is provided at new family orientation sessions and conferences. At USF PCL, group learning is mainly communicated through classroom news releases on our website and visual documentation displays in the classroom. Teachers conduct conferences with each family once per semester, at which time all assessment information from the semester is reviewed and a detailed summary progress checklist and narrative report is shared and discussed, along with portfolio

artifacts (7.B.03, 7.C.01, 7.C.02).

Staff-Families-External Resources Professionals: When families are working with external specialists, the program director coordinates meetings, observations, focuses assessments activities, and follow-up as needed. The program provides support to assist families in advocating and decision-making on behalf of their children. The director also ensures that external specialists who provide in-school therapies or who have direct contract with a child over an extended period of time must provide required documentation for child about clearances, TB tests, and receive required level of orientation information about the program and routines (7.C.03, 7.C.01).

USF PCL- other schools: When assessment information is formally requested by other schools or programs, it is provided with written permission of families (7.C.08).

5. HEALTH & SAFETY

5.1 Child Health Records

Prior to enrollment, parents must provide complete, dated, and signed:

- *Statement of Child's Health* (updated annually: contact information for 2 persons authorized to act on parents' behalf in event of emergency, health and emergency provider, health insurance; instructions and information about special health needs).
- *Record on Immunization* (evidence of current immunizations according to the immunization schedule).

USF PCL requires these forms to be kept current and monitors expiration dates, providing due reminders one month prior to expiration date. If updated forms are not returned in timely fashion, parents are notified in writing of child exclusion from the program pending return of current immunization form.

5.2 CPR & First Aid Training

All adult staff USF PCL have been trained in Pediatric First Aid (including rescue breathing and management of blocked airway) and CPR. The USF PCL provides training as needed, if staff do not attend the training session provided, they must secure certification at their own expense.

5.3 Sickness/Illness (5.A.04)

USF PCL follows the DCF guidelines for exclusion from care in the event of illness and annually distributes a current copy of the DCF brochure for parents describing these guidelines.

Sick child notification and exclusion: USF PCL does not have facilities or staff to provide sick care for children. If a child becomes ill, he/she is removed from the classroom to the office, kept comfortable, and parents are notified to pick up within 30 minutes. The USF PCL *Illness Release* form is sent home with the child and returned signed and dated by the parent or authorized family member when the child is well enough to return. A child

USF PCL Policies and Procedures

with fever may not return until fever-free (without fever-reducing medication) for 24 hours. Parents will be called if a child

- vomits or has uncontrolled diarrhea more than once
- has a fever over 100F
- has any condition or discomfort which keeps him or her from actively participating in the activities
- shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04).

Teachers are expected to communicate information about common communicable diseases present in the classroom verbally or through classroom level email correspondence. If an unusual disease emerges or a common disease, such as strep throat appears in multiple classrooms, USF PCL issues an email *Health Alert* that includes information and links to online or print resources about signs, symptoms, transmission, period of communicability, and any control measures being implemented. USF PCL forwards any community-wide health alerts to all families that are received either from the College Health Services, or the state and local DCF office (5.A.05). This policy applies to adult staff as well as children.

5.4 Indoor/Outdoor Play

Daily schedules include a minimum of two outdoor play periods per day (AM, before/after lunch, PM), weather and environmental safety conditions permitting (at least 20 minutes per period). Children may not play outside if the shade temperature is 90 degrees or higher. USF PCL monitors local weather and air quality conditions daily and follows any/all directives issued by USF campus authorizes or the National Weather Service (5.A.06).

Parents are expected to provide:

- seasonally and size-appropriate clothing with at least one complete spare set (replaced as needed)
- ONLY closed-toe shoes are allowed on the playground
- written permission for application of insect repellent (with DEET only) once per day
- written permission to apply sunscreen/sun block (SPF 15 or higher) as needed (5.A.07)

Only commercial water tables, sprinklers, and wading pools are used for water play. Water is changed between groups of children and no child with sores ailments is allowed to participate in communal water play. Water tables and wading pools are drained and sanitized daily and kept covered when not in use (5.A.10).

5.5 Diapering & Toileting (5.A.08)

Diapering: We assume many children entering the two's class be in diapers. Children entering the 3's class, however, are expected to be toilet-trained unless parents provide a written medical justification for continuing diapering. Parents are expected to provide all diapering supplies including disposable diapers, creams/ointments, wipes, and extra sets

USF PCL Policies and Procedures

of clothing. *Cloth diapers are only permitted with a signed medical statement from the child's licensed medical practitioner*, and if used, must include an outer covering for each diaper that completely secures diaper leakage and is changed as a single unit.

Staff that diaper children are expected to adhere to the following procedures:

- change diaper only in designated diaper changing area
- assemble needed supplies before lifting child to changing table
- keep one hand on child at all times
- wear new disposable gloves
- remove wet diaper, fold and secure with soiled side inside, and place in disposal container
- thoroughly clean child with disposable wipes provided by parents, and apply any provided cream/ointments per instructions. Written medical log authorization and instructions must be provided for prescription ointments
- re-dress child (with clean clothes if necessary). Wet/soiled clothes are placed in a plastic bag, tied, and sent home daily
- place child on floor
- sanitize diapering surface thoroughly using appropriate disinfectant solutions and paper towels
- dispose of glove and paper towels in trash receptacle
- wash hands using proper procedure (wash child's hands if any contact with urine or feces)

Children are to be checked and changed as needed

- every two hours during normal activity times
- before/after nap
- when visibly wet or soiled

Toileting: For children training or able to use the toilet independently, staff members adhere to the following procedures:

- encourage/permit child to use the toilet when requested, providing signs that it is needed, and at logical times (before/after rest, outside play, field trips, etc.)
- adult help is provided for removing/redressing if needed
- children are taught the proper hand washing procedure and monitoring for consistent use (**5.A.09**)
- hands are washed after each toileting
- staff wash hands after assisting any individual child

USF PCL provides resource information for parents whose children are toilet-training and supports training procedures being used at home, but does not assume primary responsibility for toilet-training.

5.6 Hand washing (5.A.09)

Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing technique as part of the daily routines. Staff assist children with hand washing when needed, and

USF PCL Policies and Procedures

monitor for ongoing compliance. Chemical hand sanitizers are not used at USF PCL as a substitute for hand-washing.

Frequency: Staff and children wash hands:

- on arrival
- before and after meals/snacks
- after toilet training
- after return from outside
- after handling or touching body fluids
- after touching any pets or animals
- after water play with two or more people
- before/after visiting another classroom

Staff wash hands additionally:

- After handling garbage or trash
- After assisting a child with toilet training or diapering
- Before/after feeding children

Procedure:

- use warm water
- wet hands
- apply liquid soap and wash thoroughly at least 20 seconds (back of hands, in-between fingers, nail beds)
- rinse well
- dry with paper towel
- use paper towel to turn off water
- discard paper towel in hand's free trash receptacle

5.7 Medication (5.A.11)

The USF PCL does not administer medication except for rescue medications such as nebulizers and epi-pens. If a child needs another type of medication during the day, the parent is responsible for administration to the child.

5.8 Meals & Snacks

USF PCL does not provide meals on site, but does provide breakfast and a snack each day. Milk is served with breakfast, and 100% juice or water is served at snack time. Breakfast and snack includes fresh fruit (when available) and a grain. Breakfast and snack menus are posted in each classroom for the month. *USF PCL Food Storage, Preparation, and Serving Procedures*, adapted from USDA guidelines are posted in the kitchen and followed (**5.B.01, 5.B.03, 5.B.16**).

Peanut-Free Zones: The USF PCL does permit children to bring peanut based products to school. However, each classroom will provide a peanut free table to meet the needs of any student with a peanut allergy. Other children with a peanut-free lunch will be placed at the table as well to assure a child is sitting with peers. The USF PCL does not use any

USF PCL Policies and Procedures

peanut based products for breakfast or snack (5.B.05).

Special Health Needs: Parents of any child with special food-related or dietary health needs must provide a written individualized care plan prepared in consultation with the child's health care provider that specifies particular needs or prohibitions. This information is added to the *USF PCL Child Health Advisory List* and posted in the kitchen, Administrative Specialist offices, and Director's office. If needed, a daily log is maintained for the child documenting the type and quantity of food consumed (5.B.04, 5.B.05).

Lunch: Parents are required to provide their child with an appropriate lunch box or other leak-proof receptacle clearly labeled with the child's name. Our staff is expected to spend snack/mealtimes at the tables interacting with children; the time needed to heat lunches prevents them from being able to do that. Therefore, we *do not heat left-overs or pre-packaged meals or snacks* (5.B.07), so cold or hot packs must be used if food needs to be kept warm or cold. *Parents are responsible for providing a healthy lunch for their child* that does not include candy or other junk food items that are high in sugar, salt, or fats. The USF PCL provides USDA recommended healthy food resources to parents (5.B.02).

Breakfast and Snack: Breakfast is served between 8:30-9:00am and afternoon snack following rest time (after 2:30pm). USF PCL provides nutritious items that are appealing to children, such as fresh fruits and vegetables, whole grain cereals, crackers, bagels, muffins, and cheese. Children are often involved in cooking or baking activities as part of the curriculum that are subsequently served for snack. All foods for children younger than four are cut into pieces no larger than $\frac{1}{2}$ inch square (5.B.01, 5.B.14, 5.B.16).

Special Occasions: We make exceptions for birthdays and other special occasions and parents are welcome to send in whatever kind of treats they wish at these times! These items must be commercially prepared rather than home-cooked (5.B.02).

5.9 Cleaning & Sanitation

The USF PCL has an outside custodial service clean the premise according to the *NAEYC Cleaning and Sanitation* guidelines. All areas of the building are mechanically ventilated with proper disinfectant and cleaning solutions and procedures used to ensure standard precautions against contamination and/or the spread of infectious disease (5.C.01-03).

Our classrooms do contain pets including a guinea pig, fish, etc. All visiting pets are cleared for immunizations before visiting classrooms and properly supervised while interacting with children. Children with animal allergies are not exposed to visiting pets (5.C.05).

5.10 Emergency Plan

USF PCL has a written comprehensive *Emergency Plan* for (a) medical emergencies, (b) evacuations, and (c) risk management/preparedness. The plan is reviewed/revised at least annually and as needed to be consistent with and inclusive of all USF Emergency Policy and Procedures, DCF requirements, and NAEYC standards. A copy of the plan is located

USF PCL Policies and Procedures

in the Director's office and Administrative Specialists office and is available for review at any time. Evacuation routes are posted in all classrooms and several other locations throughout the building.

Staff are trained in the implementation of the emergency plan at the time of hire or whenever there is a change of procedure. The USF Police/Fire Department monitors the security system and provides important crime bulletins. The USF Fire Marshall conducts practice drills and monitoring of alarms and extinguishers.

USF PCL is part of the USF Emergency Notification System. In the event the campus declares an emergency closing, parent MUST pick up their children up within one half hour of notification.

5.11 Medical Emergency Notification

In the event of a medical emergency:

1. Staff will call the USF Police/Fire Department to obtain emergency personnel. This may include an ambulance and other medical teams.
2. Staff will attempt to locate all authorized emergency contacts including relatives and medical personnel listed on the child's DCF form. It is the responsibility of the parent to keep these files up to date.
3. A child may be transported to a hospital emergency room to receive all necessary treatment.
4. Staff will continue to attempt to reach a family member or authorized adults until someone is reached who can then assume responsibility for the child's care.

5.12 Child Abuse & Neglect

All staff, long-term volunteers and researchers are required to process child abuse clearances through the DCF Central Registry before the first day in the classroom as outlined in FL Code and described in DCF brochure that is provided to parents and new staff at orientation. Any allegation of abuse or neglect on the part of an USF PCL staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and determination is made on disposition of incident. During this time the employee's privacy and strict confidentiality will be maintained per USF policies. Florida provides an online search database of current information and addresses for registered sex offenders. All staff are required by Florida law to follow reporting procedures for suspecting child abuse or neglect by others (10.D.03).

5.13 Drop-off & Pick-up

Parking & Entrances: Doors open at 7:30am. An adult must escort children into and out of the USF PCL. When parents are in the building, they are legally responsible for their children. No child may be left unattended either in the building or out on the playground.

Parking permits: USF issues parking decals annually for students, faculty, and staff. Parents with decals may park in the dirt parking lot that is designated as E parking. Parents without a decal may park in the 30 minute drop off parking for drop off and pick up without risk of ticketing. For special events or parent visits, the Director will contact

USF PCL Policies and Procedures

the parking office to assure ticketing will not occur.

Parents may park in drop off loop, but must pull as close to the right as possible. This allows for cars to pull through the loop on the left. Cars in drop off loop must not exceed 5 minutes.

Parents and children must enter through the code secure front door and sign their child in at the front desk. When arriving in the child's classroom or playground you must make sure to have contact with the child's teacher to assure the teacher knows the child is present and signs them in on the classroom roster.

No one may enter or leave the building through any other doors except the front doors, unless in case of emergency.

The PCL closes at 6:00pm. Parents must be *in the building* by this time. If for an unforeseen circumstance parents are late, they must notify the front office. *Habitual late pick-up* (exceeds 3 times) will result in a late fee of assessment of \$10 after ten minutes and \$5 for each additional minute.

The USF PCL is considered USF property, therefore the PCL building and playground are strictly off limits for security and liability purposes after hours and weekends.

Sign-In/Out: Parents will sign their child in/out at the front desk in our Pro-Care system upon entering the building. Once arriving in your child's classroom, parents must sign in on the teachers sign in/out sheet. It is the responsibility of the parent to sign in AND out daily, making sure signature or initials are on the sheet even if the child helps you "sign". DCF and NAEYC require accurate attendance records.

Authorized Pick-Up: Only a parent, official guardian, or someone previously designated by the parent/guardian in writing by parent, may pick up the child. Photo identification will be requested until staff is familiar with authorized pick-up persons by sight.

The enrolling parent(s) provide a list of names of those people authorized to pick up their child from the center on the *PCL Authorized Pick Up Form*. Written changes to this list may be made at any time by parent(s). *NO ONE ELSE* is allowed to pick up the child without prior written authorization (note or email). The designated person will be asked to show photo ID, and the name matched to the authorized list in the child's file. If there is an unexpected emergency, a parent may call and speak directly to the Director to let them know the name of someone else who is coming that day. *A court order must be provided (copy will be kept in child's file) documenting any immediate family member who specifically does not have the authority to pick up a child.*

If a parent arrives who is intoxicated or otherwise incapable of taking the child home safely or if a noncustodial parent attempts to claim the child without the consent of the custodial parent, the USF Police will be called by the Director or whomever is the designated person-in-charge in the event the Director is offsite.

6.1 Code of Conduct (6.A.01)

All teaching and program staff are expected to know and use the *NAEYC Code of Professional Conduct*; all the staff members receive this information during orientation and sign the *Statement of Commitment* at the time of hire. USF PCL employees also adhere to the USF Ethics Policy. In order to work at the PCL teachers, and student employees must maintain USF's Teacher Dispositions:

- The belief that all students can learn
- Value and respect for difference
- Value of positive human interaction
- Intellectual curiosity and willingness to learn new knowledge
- A commitment to inquiry, reflection, and self-assessment
- Value of responsible, collaborative, and cooperative work
- Sensitivity to community and cultural context
- Responsible and ethical practice

6.1.1 Babysitting Policy: We get many inquiries from PCL parents and families requesting contact information and/or referrals of our graduate, undergraduate, teaching assistants, and lead teachers for private baby-sitting and/or nannying positions. This is understandable, given the high standards and screening processes we maintain. However, we believe this practice is not in keeping with the College Ethics and liability guidelines, nor the *NAEYC Code of Conduct, P-2.11*, which states: "*we shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effective working with their children.*" (p.4)

Therefore our policy is:

- The USF PCL program does not *facilitate or assist with* private arrangements between families and staff/ student members. We neither maintain a contact list for this purpose nor do we give out personal contact information for any employee.
- The University *does not allow* parents to list any staff member (including students) as a "pick-up" person for their child or make arrangements with a staff member to be responsible for a child either immediately before or after the program day.

6.2. Teacher Qualifications

The core of the USF PCL teaching staff is four Lead Teachers and four assistant teachers. Graduate Assistants also make up the teaching team working for a total of 20 hours per week. Lead Teachers have a minimum of a Bachelor's degree in Early Childhood Education or closely related field and working to obtain a Master's degree in Early Childhood Education, a current FL teacher certification, and at least 2 years of experience working with young children. Assistant teachers have a minimum of a CDA with the intent to achieve a Bachelor's degree. All teaching staff must meet other qualifications as required by DCF and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, professional development, etc.) (6.A.05, 6.A.06).

6.3 Job Descriptions

Lead Teacher:

The Lead Teacher at the USF PCL is a permanent classified employee with full benefits at the University of South Florida, contracted on a 12-month contract. The Lead Teacher reports to the program Director.

Each Lead Teacher is assigned responsibility for a particular group of children and works 40 hours per week including one half hour lunch and at least one half hour planning time daily (during child rest time) for professional tasks such as curriculum development, lesson planning and preparation, child assessment, documentation, inquiry, and/or professional development. A lead teacher may need to monitor or supervise naps during this time if one of the teaching assistants is unavailable or absent (10.B.11, 10.B.13).

The USF PCL Lead Teacher is responsible for:

- Attending all program staff meetings as well as other meetings occasionally required by outside agencies
- Curriculum development and implementation of lesson plans
- Embedding curriculum content standards into inquiry based projects using the Project Approach as a framework
- Design of classroom environment and materials for projects
- Supervision and coaching of pre-service teachers, graduate assistants, HOURLY, and FWS aides assigned to the class. This includes meeting with students, helping plan activities, and evaluating students in partnership with interdisciplinary professors.
- Engage in inquiry for dissemination purposes
- Classroom management and discipline
- Collecting authentic assessment work samples including photos, anecdotal records, observational notes, recording children's words, children's work, etc.
- Maintain portfolios and create documentation panels
- Administering assessments
- Analyzing standardized and authentic assessments
- Conferencing with parents at least once per semester
- Representing PCL teachers on committees as needed
- Attending and helping to plan and implement PTA meetings
- Planning and implementing special projects and holiday activities for children and staff, including fund raising opportunities
- Attend and contribute to our professional learning community weekly
- Preparation of NAEYC accreditation materials
- Establishing and maintaining positive, supportive relationships with families
- Communicating with families via the website and classroom displays
- Specific delegated duties assigned by the Director as needed

The USF PCL teachers are expected to support the program vision, mission, and philosophy. Lead Teachers are expected to be an integral part of the decision-making,

USF PCL Policies and Procedures

policy and procedure setting, and administrative functions of the school. The input and collaboration of the Lead Teacher is essential to the success of the USF PCL.

The probation period for a Lead Teacher is one academic contract year (**10.E.05**). Lead Teachers are reviewed annually in May and set professional goals for the following year. After the evaluation conference with the program Director, a summary letter is written, signed by the Lead Teacher and program Director and kept on file in the office (**6.B.01**).

Lead Teachers must meet annual DCF and NAEYC requirement for continuing education/training. Some funding is available annually for conferences and other professional development opportunities. The school may close in order for the faculty to attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, continue coursework in the field, engage in research, and be active in community endeavors.

Assistant Teachers

The Assistant Teacher at the USF PCL is a permanent classified employee with full benefits at the University of South Florida, contracted on a 12-month contract. The Assistant Teacher reports to the program Director.

Each Assistant Teacher is assigned responsibility for a particular group of children and works 40 hours per week including an one-hour lunch. Assistant Teachers will meet with Lead Teachers for professional tasks such as curriculum development, lesson planning and preparation, child assessment, documentation, inquiry, and/or professional development.

The USF PCL Assistant Teacher is responsible for:

- Assisting in planning and implementing curriculum
- Assisting with classroom management and discipline
- Assist with routines and housekeeping duties
- Assisting with assessment of child progress and behavior
- Assist with creation of documentation panels
- Collecting authentic assessment work samples including photos, anecdotal records, observational notes, recording children's words, children's work, etc.
- Supervising inside and outside centers and play
- Attend and contribute to the professional learning community
- Planning and conducting small group activities as directed by the Lead Teacher
- Establish and maintain positive relationships with children and families
- Adhering to DCF regulations, NAEYC accreditation standards, and USF PCL policies and procedures

The probation period for an assistant teacher is 90 days. Assistant teachers are formally evaluated each year dependent upon hire date. The Lead Teacher and Program Director contribute to the evaluation and a conference is held to discuss the evaluation and goals for next year (**10.E.05**).

USF PCL Policies and Procedures

Pre-Service Teachers, G.A., Hourly, and FWS:

Hourly and FWS employees are hourly USF student employees, hired for one semester or summer term at a time through the USF Career office. G.A. positions include a stipend toward tuition and hourly pay through the Department of Teaching and Learning or the Anchin Center. Pre-service teachers engage in field experiences at the PCL in the fall for Level 1 and in the spring as a Level 4. These positions may be either graduate or undergraduate students. Duties can include working directly with children, or other assigned tasks by the Director. Workers can be undergraduate or graduate students, preferably majoring in Early Childhood Education. To minimize transitions, while USF PCL makes every effort to assign these roles to a single group of children, they may be scheduled to work in more than one classroom. G.A.'s, Hourly, and FWS report to the Lead Teacher in the classroom (s) assigned and the program Director (**10.B.11, 10.B.13**).

The G.A./ Pre-Service Teacher is responsible for:

- Assisting in planning and implementing curriculum
- Assisting with classroom management and discipline
- Assist with routines and housekeeping duties
- Assisting with assessment of child progress and behavior
- Assist with creation of documentation panels
- Collecting authentic assessment work samples including photos, anecdotal records, observational notes, recording children's words, children's work, etc.
- Assisting Lead Teachers in data analysis
- Supervising inside and outside centers and play
- Attend and contribute to the professional learning community
- Planning and conducting small group activities as directed by the Lead Teacher
- Establishing and maintain positive relationships with children and families
- Adhering to DCF regulations, NAEYC accreditation standards, and USF PCL policies and procedures

Hourly and FWS are responsible for:

- Assisting in implementing of curriculum
- Assisting with classroom management and disciple
- Assisting with routines and housekeeping duties
- Monitoring rest times and child behavior
- Assisting with completion of daily/weekly reports as needed
- Establishing and maintaining positive relationships with children and families
- Adhering to DCF regulations, NAEYC accreditation standards and USF/USF PCL policies and procedures
- Office duties as needed for the Administrative Specialist and the program Director

6.4 Professional Development Plan

Orientation: At the time of hire, all employees and volunteers receive a copy of the handbook, and participate in an initial orientation that covers program-wide ideals and routines:

USF PCL Policies and Procedures

- Program philosophy, vision, mission, values, and goals
- Specific job duties and responsibilities
- Expectations for conduct
- NAEYC Program Standards
- Florida Department of Children and Families (DCF) regulations
- Initial and ongoing training/ professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepting guidance and classroom management techniques
- Child abuse and neglect reporting procedures (6.A.07, 6.A.08, 6.A.10, 6.A.11, 6.A.12, 7.A.01).

Training: At the beginning of each semester, Lead Teachers and/or Director will hold classroom-level meetings with pre-service teachers to discuss and demonstrate routines, daily schedules, planning and documentation processes, and information that is needed to meet the needs and support interests of individual children (6.A.03, 6.A.04).

Continuing professional development: Lead Teachers, Assistant Teachers and the Director must complete 10 clock hours of training per calendar year to meet DCF requirements.

Based on the goals identified in the *Annual Individualized Professional Development Plan*, completed by the Director and Lead/Assistant Teachers as part of their annual performance review, the Director and Teachers identify potential sources for workshops hourly and/or conference sessions that provide support for the plan. PCL encourages Lead Teachers to obtain the highest quality professional development possible and will close the program to enable teachers to attend multi-day or national conferences. A limited amount of funding is available to annually for travel through the department. Each year the Director decides how the funds will be allocated equitably. The PCL Director and Lead Teachers may qualify to also apply for supplemental internal grant funding for professional development for conference presentations.

Undergraduate and graduate coursework opportunities are available as an employee benefit through the Provost's office for those on permanent contracts. The College also offers many free training opportunities for all employees through different venues.

USF PCL Policies and Procedures

6.5 Performance Evaluation

Employees are evaluated in the following manner (6.B.01):

Staff Category	Evaluator	Instrument	Timing	Follow-up
Director	Assistant Dean	USF Performance Evaluation	June	Conference, summary letter; signed by Director & Assistant Dean
Lead Teachers	Director Self	June	USF PCL Teacher Observation and Evaluation Tool	Conference, summary letter; signed by LT & Director
Assistant Teachers	Director w/ input from Lead Teachers Self	Dependent on hire date	USF PCL Teacher Observation and Evaluation Tool	Conference, summary letter; signed by AT & Director
G.A.'s	Director & LT w/ input from AT	End of Semester of hire	USF PCL Teacher Observation and Evaluation Tool	Conference, summary letter; signed by Director, LT, & G.A.
Pre-service Teacher	Supervisor	Multiple times throughout the semester dependent on Level of Internship	FEAP's Coaching Tool	Conference and signed evaluations with Supervisor & LT
Administrative Specialist	Director	Dependent on hire date	USF Administrative Performance Evaluation	Conference, summary letter signed by Director & AS

7. FAMILIES

7.1 Waiting List:

USF PCL enrollment is primarily intended for, but not restricted to the University of South Florida community. We maintain a waiting list according to the following priorities:

1. Siblings of current and previously enrolled children

USF PCL Policies and Procedures

2. Children of full time USF students
3. Children of full time USF faculty or staff
4. Children from the general community

Our waiting list is maintained for each age group in order of application date and priority. *We use the waiting list to make enrollment offers, but reserve the right to structure class groups to support appropriate diversity, gender distribution, and accommodations for children with special needs.* The wait list applications are kept active until either the parents' request removal from the list, or the child becomes age ineligible for admission. Applications are accepted throughout the year. Registration for summer sessions and the next academic year occur in March and April. Once enrolled, it is not necessary to re-apply.

USF PCL is open to all children two through five years of age (as of September 1). The child's age on September 1 determines initial class placement in the two, three, and four year old class. The four-year-old class accepts VPK vouchers through the Early Learning Coalition.

Enrollment offers are made and registrations confirmed each year in March/April for the following August. Class sizes are determined by the needs of individual children in each group and may be lowered when there are children whose needs require additional attention. Interim vacancies are filled on a case/case basis. As many of our children's parents are tenure-track faculty at the university, a space will be held for a child whose family takes sabbatical leave with payment of a registration fee for either the current year (fall sabbaticals) or next year (spring sabbaticals). Temporary enrollment will be offered to fill these spaces with continuing enrollment conditional on space available upon return of the child whose family was on leave.

7.2 Conditional Enrollment

Children are accepted for enrollment assuming that (a) the child is able to benefit from the USF PCL program, (b) the child's behavior does not pose a significant threat to the health and safety of the child or other children or staff, and (c) parents abide by our policies and cooperate with support our efforts to meet their child's individual needs.

Children entering the three-year-old classroom are expected to be toilet trained.

Conditional enrollment requirements may include, but are not limited to:

- Follow-through on our recommendation for referral of the child to Early Steps or Child Find for developmental evaluation and subsequent delivery services.
- In-school parental time commitment if the child's behaviors or needs require intensive individual attention that presents a significant challenge to our teachers for meeting the needs of other children in the class.
- Adjustment of the child's attendance schedule if teachers deem it beneficial or necessary to meet the needs of other children in the class.

After enrollment, if any of these conditions are not met, USF PCL may request that the child be withdrawn, but will make every attempt to aid the parents in locating a placement in another program.

7.3 Open Door & Observing

USF PCL Policies and Procedures

Parents and other family members are encouraged to visit and observe. Parents and families are an important part of the PCL. Parents are welcome to observe through the indoor windows during operating hours. It can be very stressful ‘leaving’ a child for the first time and spending a few minutes after drop off and observing can relieve anxieties about separation and adjustments. USF PCL wants families to know as much as possible about their children’s experiences during the day-parents are welcome to drop in and have lunch or visit their child any time. We ask that parents do not visit during our nap time from 12:30-2:30 as it can be disruptive to the children.

7.4 PTO

Parents at the USF PCL are active and involved in our program (7.A.12, 7.A.13, 7.A.14). The Parent Teacher Organization (PTO) coordinates with fundraisers, plans special family events and teacher appreciation activities, and playground cleanup/gardening days or other service projects. USF PCL parents are friendly and welcoming, and we highly encourage new families to attend meetings and community functions and get involved. All families are members of the PTO.

Social Events: Annual activities co-sponsored by parents and teachers include, but are not limited to:

- Meet the Teacher
- Fall Festival
- Spring Festival
- VPK Celebration

Family Volunteers: Many adult family members extend their involvement by volunteering in school wide and/or classroom activities. We regularly encourage family members to share their skills, talents, interests, and traditions with our children as an important element of support for our curriculum.

Fundraising: Parents and teachers work together to coordinate fundraising events that include, but are not limited to:

- Donations to the USF PCL Foundation Account
- Chick-Fil-A Nights
- Parents Night Out
- Spring Fundraising Event

7.5 Parent Support

Parent Information Meetings: Parent information nights are scheduled several times a year to address topics relevant to parents’ interests and needs (e.g., literacy, toilet-training, behavior management, etc.).

Typical events include:

- Parent Orientation (Information about curriculum, policy, routines)
- Transitions Panel (Information on local schools) (7.C.06, 7.C.07)
- USF PCL Accreditation & Assessment system (7.B.03)
- Emergent Literacy
- Parent Education of Interest Areas

Resource Information: (7.A.05, 8.A.01): USF PCL regularly provides parents with resource information in multiple formats (e.g., resource list, website, print, bulletin board, documentation panels, emails) on topics relevant to their needs and issues. These include, but are not limited to:

- Health and safety
- DCF regulations and NAEYC accreditation information
- Curriculum & development topics
- Early childhood education research & publications
- Community events
- Cultural opportunities
- Recreational/athletic opportunities
- Summer/break alternative program care or options
- Elementary public/charter/private school options
- Social service, medical, mental health, screenings and family support services

8. COMMUNITY RELATIONSHIPS

8.1 Department of Teaching and Learning

USF PCL is part of the College of Education department of Teaching and Learning and works in conjunction with the Anchin Center. The Director attends Teaching and Learning meetings, requested committees, and functions. PCL collaborates with faculty from many different departments throughout the university. The PCL works with various partners to provide observation, practicum, and research opportunities. The Director teaches a minimum of one course as Affiliated Faculty and works in conjunction with the Early Childhood Education Department (8.A.02, 8.A.07).

8.2 Campus-Wide

As a part of the University of South Florida, USF PCL follows all university policy and procedures, reporting lines, and processes. USF PCL regularly seeks opportunities to support campus and service programs and to keep campus informed of PCL activities and opportunities (8.A.03).

8.3 Community Partnerships

Part of the PCL's mission is to focus on providing a teacher education/laboratory program by serving as a site for teacher education, interdisciplinary collaboration, and professional development, while providing a context for implementing best practices in the field of early childhood education. This program does this through (a) formal and informal partnerships, (b) involvement in local, state, and national professional organizations and (c) welcoming visitors from other programs, schools, and agencies (8.A.02, 8.A.06). Examples of partnerships include, but are not limited to:

- ECE Field Experiences
- Communication and Behavioral Sciences Department
- Psychology Department
- Educational Psychology Department
- Botanical Gardens

USF PCL Policies and Procedures

- Athletics
- PBS
- iTeach
- Physical Education Department
- MOSI
- STAGES Program

8.4 Field Experience & Research Protocols

USF PCL staff members conduct and facilitated practicum or “field experience” and research projects on campus that are either (a) part of an academic course or program requirements and/or (b) approved through the USF Institutional Review Board and by the USF PCL review board. The PCL reserves the right to accept or reject proposals based on a determination of developmental appropriateness, quality of research design, or our ability to adequately facilitate. USF PCL provides protocols and guidelines for observers, field experience students, and researchers to ensure proper and ethical conduct of projects and participants. Confidentiality policy is strictly followed, and all visitors to the building are screened and are logged in. USF PCL limits observer/researcher hours to 8:30-11:30am and 3:00-4:00pm. No visitors other than parents/guardians are permitted during rest times. All practicum/intern students and researchers must follow DCF requirements for background screening and health screenings. Parents have the opportunity annually to provide PCL blanket permission for observers, photos, and media and no artifacts are collected or research conducted without specific individual consent (**8.A.02, 8.B.01**).

8.5 Professional Memberships

The Director, Lead Teachers, and Assistant Teachers are expected to be active members of NAEYC and FLAEYC, and the program maintains membership with the National Coalition for Campus Children’s Centers (NCCCC). The Director is an active member of the American Education Research Association (AERA). Staff members are encouraged to participate or belong to other groups that advocate for or promote high quality early childhood and early childhood teacher education. Political activities are not permitted onsite (**8.C.01**).

8.6 Advocacy

USF PCL values the importance of child advocacy. The PCL Director is expected to represent the program and actively participate in local, regional, and national advocacy activities. All teaching and program staff are expected to seek out, support, and participate in activities sponsored or co-sponsored by the PCL on behalf of young children. The Director and Lead Teachers are expected to participate in facilitating trainings and disseminating action research at local, state, and national conferences. The Director and ALL Teachers are expected to attend local, state, and national conferences (**8.B.05, 8.C.01, 8.C.02, 8.C.03, 8.C.04, 8.C.05, 8.C.06**).

9. PHYSICAL ENVIRONMENT

9.1 The Building

Capacity: PCL’s licensed capacity is 105 children for the 4 classrooms, based on square

USF PCL Policies and Procedures

feet of 35 per child and DCF ratios. The actual enrollment is less than 75 (two's: 12, three's: 18, four's: 18-25) to maintain lower NAEYC teacher/child ratios, and accommodate for children with special needs (9.C.01).

Maintenance: The USF PCL is repaired and maintained by USF Physical Plant and outside contractors for matters related to physical systems, building, grounds, and pest control. Routine problems and maintenance needs are requested and documented through the USF system. Emergencies are handled by phone. Routine inspections and maintenance schedules are established through USF and outside contractors. Teachers are expected to inspect rooms and outside surroundings daily for minor hazards, and report any needed repairs to the Director (9.C.08, 9.D.01, 9.D.02, 9.D.08).

Custodial Services: An outside company provides custodial services. Hourly are responsible for cleaning the kitchen twice daily following breakfast and snack. The building is cleaned nightly. The custodial company and Hourly in charge of the kitchen have been trained to adhere to the NAEYC *Cleaning and Sanitation Frequency Chart* and required to sign-off daily on each procedure completed (9.C.06).

9.2 ADA Compliance

The USF PCL building, entrances, and playground are to be maintained in compliance with ADA regulations. Teachers must plan classroom design, equipment, materials, and activities to accommodate children with special needs (9.C.03).

9.3 The Playground

The PCL has two playgrounds outside. The smaller playground is designated for the two-year-old classroom. The larger playground is appropriate for the 3 and 4-year-old classroom. For safety purposes, outside schedules will be coordinated so that no more than two classes are on the playground at a given time. In the afternoon, multiple classrooms may be outside, but ratio's should align with NAEYC standards and not exceed the numbers associated with two classrooms (9.B.04).

Maintenance: The grounds are maintained in good order at all times and inspected monthly for needed repairs and maintenance. The playground is secured at all times in such a way that unauthorized access is prevented. The playground supervision policy is outlined in section 3.3. The PTO assists periodically with playground beautification and maintenance projects (9.B.07).

9.4 Equipment & Furnishings

The USF PCL seeks to create an environment that is home-like, aesthetically pleasing, and orderly. Each Lead Teacher is responsible for (a) classroom arrangement, (b) good care of materials and equipment, (c) monitoring condition, (d) ensuring that children learn respect for the environment and materials, and (e) training student staff to promote a high quality environment (9.A.13).

We try to discourage use of the florescent lighting system and encourage the use of secondary lighting and dimmer system supplemented with floor, table, and/or hung lamps. We encourage the use of natural elements and colors. Classroom arrangements

USF PCL Policies and Procedures

include areas for small group, large group, and individual activities. Each classroom must contain soft seating elements and an area where a child can go to be alone when needed or desired.

USF PCL believes that children need an orderly environment and careful placement of materials to develop responsibility and independence. Centers should be well organized with a balance of age appropriate commercial and real-world materials. Each teacher should devise a system that helps children understand how many children a center can accommodate comfortably. Duplicate materials should be purchased when developmentally warranted. Teachers are encouraged to label materials, centers, and classroom features in languages represented among the children in the class. Materials are to be periodically rotated and kept clean and in good repair according to the *NAEYC Cleaning and Sanitation Schedule*.

Each Lead Teacher is responsible for the organization and condition of documentation panels within the classroom. Current child artifacts should be displayed to depict child learning through project work.

The Loft: All staff including students, are responsible for keeping materials organized in the documentation loft. This is a shared space for ongoing work. Staff must be mindful and respectful of this shared workplace.

Each classroom is equipped with a fully stocked First Aid Kit. At least one extra kit is kept in the office with additional supplies and another kit is available to take on field trips (9.C.10).

9.5 Transportation

USF PCL does not provide transportation, except on occasional trips once all children in the classroom are 5 years old. The USF Bull Runner is then used for on-campus trips.

9.6 Environmental Health

USF PCL follows regulations and guidelines regarding environmental health and safety established by the Florida Department of Health and Environmental Control. In addition, USF policy does not permit smoking in any area of the building or grounds at any time. Signs are posted around the building to assure this area of campus is smoke free (9.D.06).

10. LEADERSHIP & MANAGEMENT

10.1 Licensing

USF PCL is licensed through the Department of Child and Family Services as a child care facility for up to 105 children. Our license number is 130209, renewed yearly in April. The license is posted at the main entrance of the facility (10.B.04).

10.2 Accreditation

USF PCL is seeking accreditation through the National Association for the Education on Young Children (NAEYC). Once officially approved, certificate will be posted at the

main entrance of the facility.

10.3 Governance and organizational climate (10.A.03, 10.A.07)

The program is part of the Department of Teaching and Learning and the Anchin Center. The desired organizational culture is collaborative, inclusive, and team-focused.

Staff Meetings: The Director asks staff if they would like anything added to the agenda at least 24 hours before the meeting and distributes an agenda at the beginning of the staff meetings with a follow-up report within 2 hours of the meetings conclusion.

Meetings are scheduled as follows:

- Director and Assistant Dean: bi-monthly, or as needed
- Director & PCL Board: at least once a semester
- Lead Staff: Director, Lead Teachers, Assistant Teachers & Administrative Specialist: bi-weekly
- GA/Pre-Service Teacher & Director: prior to the beginning of the fall and spring semesters. GA's and Level 4 Pre-service Teachers are invited to Lead staff meetings if they are able to attend
- Hourly/FWS & Director: prior to beginning of fall and spring semesters and as needed for specific trainings

Advisory Board: USF PCL has an advisory board. The board is composed of the Director, ECE faculty, Assistant Dean, 2 faculty from outside departments, a chair from an outside department, a student organization representative, and 2 parent representatives. The board meets at least one time each semester. The board discusses alignment to the vision/mission, curriculum and practicums, research, budget, and goals/needs for the program.

10.4 Program Director

This is a twelve-month affiliated faculty position, with full benefits, reporting to the Assistant Dean of Teaching and Learning. A doctorate in Early Childhood Education, administrative experience, and a minimum of three years in early childhood teaching experience is required. The Director is considered a member of the Early Childhood Faculty and therefore engages in teaching, research, and faculty meetings. The Director's primary responsibility is to support and facilitate the accomplishment of the PCL mission/vision. The Director's responsibilities include setting and implementing administrative policies, managing day-to-day operations of the center, staff management, ensuring continued high-quality educational experiences for children, maintain licensing, NAEYC accreditation standards, currency in the field of early childhood education, coordinating field experience and research opportunities for USF students and faculty, developing and maintaining positive relationships with the Department of Teaching and Learning, families, USF community, and the early childhood community.

10.5 Administrative Specialist

The AS is a full time position. Minimum qualifications include a high school diploma (college coursework, AS, or training related to accounting is desirable), state and federal background screening, health screening, CPR & First Aid certification, computer

USF PCL Policies and Procedures

proficiency with Microsoft Office, Outlook, Excel, Pro-Care, USF online business system, invoicing & billing, and good interpersonal skills.

The Administrative Specialist reports directly to the USF PCL Director. Responsibilities include:

- Reception (phone, security monitors, front door bell, visitor logs, routine communication with parents & student employees, mail & deliveries)
- Maintenance paperwork and files related to child enrollments, DCF licensing, and NAEYC accreditation (child files, new enrollment paperwork, waiting list, fire drills, insurance, etc.)
- Scheduling of emergency substitutes, processing student employee paperwork, staff timesheets
- Coordination and processing routine purchases, contracted supplies, and maintenance
- Purchasing: food, office, classroom, and janitorial supplies; inventories
- Processing and maintaining records of tuition/ fundraising deposits and invoices
- School Readiness and VPK paperwork
- Miscellaneous clerical and technical support for Director
- Emergency assistance with sick children and/or classroom support when short staffed

10.6 Hiring Documentation

At the time of hire, each teaching or administrative staff employee (and long-term volunteers) must complete or provide documentation that includes:

- USF Application form
- Resume or Vita
- Background Screening
- 18 years of age
- Educational qualifications required for the position
- Health Screening
- Two personal references
- Proof of ability to work in the U.S.
- W-2

In addition, all new staff are given:

- Written job description with performance evaluation criteria for position
- Orientation packet
- USF PCL Policy and Procedure Handbook

At the time of hire, each employee signs:

- USF PCL Discipline Policy
- USF PCL Confidentiality Policy
- Affidavit of Good Moral Character (notarized)
- Job Description
- NAEYC Statement of Commitment (Ethical Code of Conduct)

USF PCL Policies and Procedures

Employees in university positions (Director, Lead Teachers, Administrative Specialist) receive an extensive orientation with Human Resources that includes information about the university, payroll procedures, benefits, retirement, sick and personal leave, and other personnel policies (10.E.06).

10.7 Personnel Policies and Procedures (10.E.01)

USF PCL Director, Administrative Specialist, Lead Teachers, Assistant Teachers, HOURLY, and FWS are hired through Human Resources. G.A.'s are hired through the Anchin Center or Department of Teaching and Learning.

USF PCL follows all personnel policies for employees at the University of South Florida:

- Benefits
- Compensation Policy for classified employees
- Families & Medical Leave Policy
- Leave Benefits Policy
- Hours of Work Policy
- Holiday Schedule
- Temporary Employment Policy

10.8 Accident and Liability Coverage

All adult staff members are included in the USF insurance umbrella. USF PCL contracts annually through the USF Procurement Office for accident and liability insurance for the children enrolled (10.B.02).

10.9 Financial Policies (10.C.01-0.3)

As part of the University of South Florida, all the program financial operations and reporting are accessible through the multi-portal *Canvas* system through the password-protected my.usf.edu website, and coordinated through various campus departments, including:

- Controller
- Budgeting and Payroll Services
- Information Technology
- Career Center

USF PCL Tuition

Parents sign a financial agreement annually that describes policy and collection procedures if warranted by USF.

Families are guaranteed the rate/schedule approved at the time of annual registration.

Continuous registration, including payment of a non-refundable deposit is necessary from one academic year to the next to maintain reservation enrollment spaces at the PCL. No refunds are given due to days missed for illnesses or other missed days.

End of the year tax statements are distributed by January 30th by the Administrative

USF PCL Policies and Procedures

Specialist. The federal tax identification number is available upon request, and posted on the parent easel in the entry area.

The operating hours of the PCL are 7:30am-6:00pm. It is the parent/guardian's responsibility to escort the child to the classroom on arrival, and pick up the child within this time frame. (See 5.13)

Families are responsible for timely payment of tuition according to the current fee scale. ***Payments are due on the first school day each month.*** Payments are made online through our website usfpcl.org. ***No billing statements will be issued.***

Supplemental Activity Fees: We provide additional field trips and excursions during the school day occasionally as a part of our curriculum. These offerings may vary from year to year. Therefore, minimal additional funds may be requested to cover admission fees etc.

10.10 Purchasing

All purchasing is done in compliance with state law and USF procedures through the Office of Procurement. The Director is authorized for an institutional credit card with purchase authorization. The PCL is randomly audited for record-keeping accuracy and adherence to purchasing regulations. Consumable items are ordered if available, through Office Depot. The university maintains vendor contracts for copying equipment and office supplies. Most classroom materials, equipment, and supplies are ordered through reputable early childhood catalog vendors. Snack and food items are obtained locally. University policies that apply to purchasing and inventory maintenance include:

- Purchasing
- Office Depot
- Purchasing Card
- Inventory Control Procedures

10.11 Program Monitoring, Evaluation, and Strategic Planning

On-going program evaluation and long-term planning activities include input from families, staff, and other university and community stakeholders. Regular activities include:

- USF Strategic Planning
- Completion of the *NAEYC Annual Report*
- Completion of the *USF Annual Report*
- Analysis of *NAEYC Parent and Staff Surveys*
- Completion of an annual *Action Plan* (reporting of prioritized goals, needed resources)

APPENDIX: ASSESSMENT PLAN TIMELINE

VPK 1	September
Work Sampling	September-November
Parent Conference	November-December
Work Sampling	January-March
VPK 2	April
Parent Conference	April
ASQ	**Parent Intake/ As needed

Acknowledgement

This acknowledgement must be signed and returned to the USF Preschool for Creative Learning prior to attendance for enrollment completion.

I acknowledge that, I have received and read the USF PCL Policy and Procedure Handbook.

I am aware of the USF PCL Mission, Vision, and Philosophy. I understand the discipline policy, schedule of operations, child sign in/out procedures, payment policies including due dates; fees for late pick-up, the open door policy, nutritional guidelines, illness and medication policies, screening and assessment, family engagement and support activities, allergies (food, non-food, storage requirements), emergency procedures, grievance, and procedures of the USF PCL as stated in the policy and procedure handbook.

I have had an opportunity to have my questions and concerns addressed regarding the content of this handbook.

I agree to these policies and conditions and will abide by them.

Print Name of Parent/ Legal Guardian

Print Child's Full Name

Signature of Parent/Guardian

Date