ECHL Parent Handbook

EARLY CHILDHOOD LAB

2017 - 2018

Stephen F. Austin State University
# TABLE OF CONTENTS

I. Welcome .............................................................................................................................................. 4  
II. Overview  
   a. History ................................................................................................................................. 5  
   b. Role/Vision of the Laboratory .............................................................................................. 6  
   c. Mission ..................................................................................................................................... 6  
   d. Philosophy ............................................................................................................................ 6  
   e. Program Quality/ Standards Of Excellence ............................................................................ 7  
   f. NAEYC Code of Ethical Conduct .......................................................................................... 7  
   g. Statement of Commitment ...................................................................................................... 7  
   h. Program Information ............................................................................................................... 8  
   i. Releasing Children To People Other Than Parents ............................................................... 8  
   j. Child Custody Issues ............................................................................................................. 8  
   k. Visitor Policy .......................................................................................................................... 9  
   l. Child Abuse/Neglect ............................................................................................................... 9  
   m. Gang Free Zone ..................................................................................................................... 9  
   n. Asbestos Operation and Management Program .................................................................. 9  
   o. Non-Discrimination Policy ..................................................................................................... 9  
   p. Confidentiality Statement ...................................................................................................... 9  
   q. Specialized Consultants/Therapist Interactions .................................................................... 9  
   r. Children with Special Rights ................................................................................................. 10  
   s. University Student Participation ............................................................................................ 11  
III. Procedures & Guidelines  
   a. Application/Enrollment .......................................................................................................... 12  
   b. Lab Closings/Holidays ............................................................................................................ 13  
   c. Weather/Other Emergencies .................................................................................................. 13  
   d. Promotions To Other Classes ............................................................................................... 13  
   e. Withdrawal ............................................................................................................................ 13  
   f. Insurance .................................................................................................................................. 13  
   g. Discontinuing Service To A Child ........................................................................................ 13  
IV. Fees & Payments  
   a. Tuition/Late Charge ................................................................................................................ 14  
   b. Absences ............................................................................................................................... 14  
   c. Materials/Supply Fee ............................................................................................................ 14  
V. Classroom Guidelines  
   a. Arrival and Departure ............................................................................................................. 15  
   b. Parking/Doors ........................................................................................................................ 16  
   c. Naptime .................................................................................................................................. 16  
   d. Discipline .............................................................................................................................. 16  
   e. Birthdays ................................................................................................................................ 17  
   f. Bringing Items From Home ................................................................................................... 18  
   g. Clothing ................................................................................................................................ 18  
   h. Other Children in the Classroom ......................................................................................... 18  
   i. Camera Log In ....................................................................................................................... 18  
VI. Curriculum  
   a. Overview .................................................................................................................................. 19  
   b. Weekly Lesson Reviews ....................................................................................................... 19  
   c. Assessments ........................................................................................................................... 19  
   d. Fundamentals of the ECHL ................................................................................................. 20  
   e. Referrals .................................................................................................................................. 21  
   f. Technology Policy .................................................................................................................. 21  

Revised: September 19, 2017
VII. Health & Safety
a. Accidents/Emergencies/First Aid ................................................................. 23
b. Emergency Conditions ................................................................. 23
c. Hygiene ...................................................................................... 23
d. Monitoring .............................................................................. 23
e. Illness ......................................................................................... 24
f. Medications/Immunizations .......................................................... 25
g. Nutrition ................................................................................. 26
h. Food/Menus .............................................................................. 26
i. Family Style Dining ................................................................ 27

VIII. Parents: The School Home Connection
a. Parent Involvement .................................................................. 28
b. Parent On-site Observation .......................................................... 28
c. The ECH Lab Lines Newsletter ..................................................... 28
d. Classroom Parent Information Board ........................................ 28
e. Parent Conferences .................................................................. 28
f. Parent Meetings/Classes ............................................................. 28
g. ECHL Team and PTO ................................................................. 29
h. Parent Resources .................................................................. 29
i. Organizational Structure ............................................................. 29
j. Parent/Teacher Communications ............................................... 29
k. Parent Policy Agreement ............................................................. 30

IX. Appendix
a. Solution & Resolution Worksheet .................................................. 31
b. Preventing Child Abuse/Neglect Policy ........................................... 32
c. Infant Sleep Policy .................................................................. 35
d. Home Visits ............................................................................. 36
e. Food Allergy & Anaphylaxis Emergency Care Plan ......................... 37
f. Emergency Operations Plan ....................................................... 39
g. Campus Safety Information ......................................................... 40
h. Index ....................................................................................... 82
Dear Parents,

Welcome to the Early Childhood Laboratory (ECHL/Lab). We are pleased that you have enrolled your child in our program. We want you to be a part of our Lab and your child’s education. We ask that you look over this parent handbook and then keep it at home for future reference.

The Lab has established a number of policies concerning program and classroom practices. These guidelines were developed to comply with state licensing standards, national accreditation criteria, and to reflect input from the SFASU Administration, teachers, and parents. The policies and procedures are written to provide a clear description of expectations for all parties. Our goal is to provide exemplary childcare services to our community’s families.

We hope your experience at our Lab is a good one and that you are secure in the fact that your child is well cared for. Please communicate with us regarding any questions or concerns.

Sincerely,

Lori Harkness, Ed.D.
Director
936.468.4006 office
936.560.5674 home

Mailing Address: PO Box 6072, SFA Station
Nacogdoches, Texas 75962
Telephone Number: 
936.468.4006
E-Mail: lharkness@sfasu.edu
Website address: www.sfasu.edu/echl

Parents may review a copy of the minimum standards and our recent licensing inspection report in the office or display case located across from our infant classroom.

Contact information for the local licensing agency:
936.633.3745 office
800.858.5400 PRS Child Abuse Hotline
www.tdprs.tx.us PRS Website
OVERVIEW

**History**

The provision for quality education and care for young children has been a vital aspect of the academic program at Stephen F. Austin State University for many years. In 1969, The Early Childhood Laboratory started as The University Kindergarten and consisted of one classroom. This classroom was used as a laboratory for Elementary Education students who planned to teach in the newly funded state kindergartens. Located in the Manse of the Westminster Presbyterian Church, the SFA University Kindergarten operated on a half-day basis.

The following year the program moved on the SFA campus. From 1970 until 1975, this classroom was housed in an old church building on Baker Street behind Wilson Dormitory. During this period, the kindergarten was expanded to two, half-day kindergarten sessions.

Also operating on this campus during the same time period was a Home Economics Nursery School, which started in 1936. This school served infants through four-year-olds in a half-day format.

The Early Childhood Laboratory, which opened in 1975, was designed to serve infants through five-year-olds. This new facility met the educational needs of a growing demand for early childhood students in both Elementary Education and Home Economics. The new facility provided the community with provisions for all-day, childcare in an educational setting that was to serve as a model in the field. The Home Economics Nursery School continued to operate until 1979, when the programs merged. At this time, the space in Home Economics became the new primary or first grade classroom expanding the age of children served from infants to first grade.

Ready acceptance of the Early Childhood Laboratory by parents and children, and the rapid growth of the early childhood program, as well as the field of Early Childhood Education, resulted in severe space problems before the building was yet ten years old. In 1983-84, another expansion doubled the size of the Early Childhood Laboratory allowing age groupings to be designed to better serve children and college students.

In 1995, public school educators requested that the Lab be extended to house a Nacogdoches Public School, second-grade classroom. After several years of operation, the Lab’s kindergarten, first and second grades plus an additional third and fourth grade became a collaborative charter school between SFASU and Nacogdoches Public Schools. A fifth grade classroom was added in 2004. During the spring 2008 semester, SFASU applied to the state to be approved for a University Charter. This was unanimously approved by the State Board of Education and opened fall 2008, and serves children in kindergarten through fifth grade.

In August 2009, the Early Childhood Lab, SFA Charter School, and Department of Elementary Education moved into the $30.8 million East Texas Early Childhood Research Center. This state-of-the-art facility allows these three programs as well as other campus departments to play a leading role in research and development in the field of education.
During each long-term semester, more than 2000 college students use the laboratory for observation, participation, and other educational purposes. Using a Constructivist Curriculum, The Early Childhood Program at SFASU is recognized as one of the most outstanding Early Childhood programs in the nation. The college program is accredited by NCATE and the children’s program is accredited by NAEYC. Serving over 2000 college students and 130 children each year, this dynamic program continues to meet the demands of a changing university, community, and state.

By Dr. Janice Pattillo

**Role/Vision of the Laboratory**
The Early Childhood Laboratory (ECHL/Lab) is a facility maintained for the education of University students who are learning to work with young children and their families, and is committed to quality education and care of young children. The ECHL is a subunit of the Elementary Education Department as well as a Field Based Center for the James I. Perkins College of Education. The Lab provides classroom facilities, “hands-on,” and observational experiences with the lab children, and supervision for students in the Elementary Education, Human Sciences, and other instructional programs.

**Mission**
The ECHL is a demonstration and training unit of Stephen F. Austin State University that serves two principle functions:

- Model demonstration program of child care and early childhood education to University students
- Training site for University students in connection with their academic studies in child development and early childhood education.

**Philosophy**
The ECHL program is based on the following tenets:

- Children have an intrinsic motivation to act and to organize their actions.
- A variety of educational opportunities is more intellectually productive than is a specified set of lessons offered in sequential order to all children.
- Behaviors that reveal autonomy, openness, problem solving ability and personal integrity are critically needed in a modern, technological, democratic society.

The program attempts to develop:

- Sensory/perceptual/motor functioning
- Inter – and intra- personal competence
- Thinking and reasoning skills
- Functional use of language conceptualizing process

These developments are the foundation upon which intellectual and personal competences are based.

The ECHL program is designed to facilitate the total development of young children. Its curriculum is designed to develop intellectual and personal competence rather than to train children in performing a limited set of academic skills.
Program Quality/ Standards of Excellence
High quality early childhood education benefits children. Children who experience a quality program are more likely to have greater academic success, enhanced self-esteem and increased self-control. The ECHL aligns the program and curriculum with federal and state guidelines, is licensed by the Texas Department of Family and Protective Services, and accredited by the National Association for the Education of Young Children, NAEYC. For more information about program quality, you can visit the following websites:

Texas Department of Family and Protective Services (DFPS)
www.tdprs.state.tx.us

National Association for the Education of Young Children (NAEYC)
www.naeyc.org

NAEYC Accreditation, the Right Choice for Kids
www.rightchoiceforkids.org

Texas Education Agency – Pre-K Curriculum Guidelines (TEA)
www.tea.state.tx.us/curriculum/early/prekguide.html

Child Development Associate Council (CDA)
www.cdacouncil.org

Caring for Our Children (CFOC)
http://cfoc.nrckids.org/

NAEYC Code of Ethical Conduct
The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principle ethical dilemmas encountered in early childhood care and education. The ECHL staff adheres to the NAEYC standards and the following Statement of Commitment as a professional guide:

Statement of Commitment
As individuals who work with young children, we commit ourselves to furthering the values of early childhood education as they are reflected in the NAEYC Code of Ethical Conduct. To the best of our ability, we will:

- Ensure that programs for young children are based on current knowledge of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families and their teachers in the community and society.
- Maintain high standards of professional conduct.
- Recognize how personal values, opinions and biases can affect professional judgment.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow and contribute as a professional.
- Honor the ideals and the principles of the NAEYC Code of Ethical Conduct.
Program Information
The ECHL is open to the public on a tuition basis. Operating hours are 7:30-5:30 Monday through Friday. Nutritious lunches and morning and afternoon snacks are served to each child.

The ECHL is designed to serve children at five levels of development, the levels are:

- **INFANT** (Ages 2-12 months approximately)
  Ratio: 8 - 10 children/2 teachers and 1- 3 University student worker

- **TODDLER I** (Ages 13-24 months approximately)
  Ratio: 12 - 14 children/2 teachers and 1 – 3 University student worker

- **TODDLER II** (Ages 25-36 months approximately)
  Ratio: 16 - 18 children/2 teachers and 1 – 3 University student worker

- **PRE-K I** (Age 3 years)
  Ratio: 20 - 22 children/2 teachers and University student worker at selected times

- **PRE-K II** (Age 4 years)
  Ratio: 22 - 24 children/2 teachers and University student worker at selected times

- **School Age** (Age 5 years through 5th grade)
  Ratio: 25 children/2 teachers and/or University student workers

Releasing Children to People Other than Parents
In order to protect your child, it is our policy not to release children to persons other than the child’s parents or guardians. Children will be released to other adults under the following circumstances:

- The person’s name is listed on the Emergency Permission Form by parents or guardians;
- Under an emergency condition, the parent has called the ECHL (and has been identified by an ECHL employee) and has given the name of the adult he/she wishes to pick up his/her child or children.

Anytime someone other than the parent or guardian picks up the child, the classroom teacher and front office must be notified. Upon arrival, the designated person will be asked to show picture identification to the Early Childhood Lab office staff. A copy of each approved person’s photo ID will be kept in the child’s file.

The ECHL requires that any request for a new person to be added to your child’s pickup list must be in writing and delivered by the parent to the Lab.

Child Custody Issues
It is the Lab’s intent to meet children’s needs, especially when parents may be experiencing difficult situations such as a divorce, separation, or remarriage. However, the Lab cannot legally restrict the non-custodial parent from visiting the child, reviewing the child’s records, or picking the child up unless the Lab has been furnished current legal documents. Copies of these court documents must be kept in the child’s file.
Visitor Policy
Parents are welcome to visit our school any time. Any visitor to ECHL must:
- sign in at the front desk & get a visitor's badge.
- provide identification.
- have an approved purpose for a limited visit.
- be courteous of the classroom schedule and activities.

Child Abuse/Neglect
If we suspect a child has been abused, mistreated, or neglected, we are required by law to report it within 48 hours to the Texas Department of Family and Protective Services and/or to a law enforcement agency. Child abuse and neglect are against the law in Texas, and so is failure to report it. CHILD ABUSE HOTLINE 800.858.5400

Gang Free Zone
Under the Texas Penal Code, any area within 1000 feet of a child-care center is a gang-free zone, where criminal offenses related to organized criminal activity are subject to a harsher penalty.

Asbestos Operation and Management Program
No asbestos or other hazardous materials were used in the building of our facility. Documentation is available for review in the main office.

Non-Discrimination Policy
The ECHL does not discriminate against any child or family based on race, color, national origin, sex, religion, or disabilities. Reasonable accommodations will be made to provide services to all children enrolled in our program.

Confidentiality Statement
ECHL maintains confidentiality and respects the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, we will share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

Specialized Consultants/Therapist Interactions
The ECHL is able to contact various consultants and therapist as well as infant, toddler, and PreK services for consultation and/or screening referrals. Families enrolled in the ECHL consent to these services and understand we may share confidential information with these persons. Families shall be notified when information and/or consultation is requested.
Children with Special Rights

Rationale: The following outlines the ECHL commitment and process to working with children who may have special rights/needs in accordance with their development. At the ECHL, we attempt to meet the needs of each individual child within a group situation. As demonstrated by our plan for special rights/needs circumstances, we attempt to work towards a solution that is beneficial to all before drastic measures are taken. As stated in the Code of Ethical Conduct published by The National Association for the Education of Young Children; “Section 1: an Ethical responsibility to children – Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children’s development and learning; respecting individual differences; and helping children learn to live, play and work cooperatively. We are also committed to promoting children’s self-awareness, competence, self-worth, resiliency, and physical well-being”.

Process for supporting children: For children with persistent, serious, challenging behavior, teachers, families, and other professional work as a team to develop and implement an individualized plan that supports the child’s inclusion and success.

☐ If a teacher detects that a child may have a special rights/need(s), he/she will meet with ECHL administration to discuss options for increased classroom support or a professional evaluation.

☐ The teacher will reference the child’s assessment documentation when providing updates to the parent/guardian.

☐ The teacher meets with the parent/guardian of the child. Together, they develop a plan of action.

☐ If the situation is beyond the scope of teacher expertise, then the ECHL provides the family with referral information.

☐ The parent/guardian and ECHL staff will follow-through with the plan of action. If either party deviates from the plan, both parties conduct a meeting to redefine the actions to ensure proper follow-through.

☐ If the ECHL staff and or the child’s guardian determine that the current situation is not meeting the needs of the child; or if there is negligence on the part of any party in regard to the follow-through with the plan of action, the ECHL may terminate enrollment. The ECHL will work to assess and provide care for the special needs child while also meeting the needs of the other children. After attempts have been made to meet a child’s individual needs, any child who demonstrates an inability to benefit from the care offered by the childcare provider or whose presence is detrimental to other children may be discharged from the facility. Care of a child may be discontinued if the provider and the parents cannot establish a mutually satisfactory working relationship.
University Student Participation
Stephen F. Austin State University students work with children in the Lab under the supervision of professional Lab staff members. Parents accept this practice as part of the enrollment agreement.

Parents must complete a release form stating their child may be tested, assessed, or evaluated as part of the professional preparation of University students. Furthermore, children may be photographed, videotaped, recorded and quoted for educational purposes, and will be viewed on live, online streaming to parents by secure login.
PROCEDURES & GUIDELINES

Application/Enrollment

The ECHL enrolls children, ages 6 weeks to five years. Parents of prospective students are encouraged to observe the ECHL class appropriate for their child. If interested in enrolling the child in the program, the following procedures must be followed.

Children will be accepted in the Early Childhood (ECH) Laboratory (Lab) School on a first-come, first-served basis. Exceptions include:

1. A child who has a sibling currently enrolled and attending the ECH Lab School will be given priority over one who does not.
2. A child of a full-time SFASU employee will be given priority over one who is not.
3. Length of time on the wait list will be the next determining factor for allocating positions.
4. The ECH Lab School management will exercise professional judgment in filling vacancies and consideration will be given to the unique makeup of each classroom in order to maintain the highest quality care for all of the children in the facility.

Application Form and Fee

1. Applications are accepted once a year during the month of March. Exceptions include a child of a current sibling or full-time SFASU employee, or a classroom in which there is no current wait list. The child must be born in order to make application.
2. Submission of an application form will hold a child's place on the wait list for a one-year period. Renewal each March will ensure that a child will stay on the list and will hold the current list placement status (or possibly move up if others do not renew their application or decided not to attend). Renewal is not automatic. (See Application Renewal below.)
3. A one-time application fee of $25.00 will be assessed with Submittal of the application. An application is not considered complete until the fee is paid and the information on the application form is complete.

Application Notification and Acceptance

1. Typical ECH Lab School starting dates are June and August. Notification of an available space is typically given one month prior to the starting date. Once notified, an applicant is given 48 hours to decide whether or not to accept the position.
2. If a position becomes available at another time during the year, an applicant next on the list will be notified of the vacancy and given 48 hours to decide whether or not to accept. Attendance must begin within one week of notification of the available position.

Contacting Applicants of a Vacancy

Several attempts (3-4) will be made by the ECH Lab School to contact applicants. After 72 hours if no answer is received at either the home or work number provided on the application, the ECH Lab School will move to the next name on the wait list to allocate the vacant position. The application is then moved to the bottom of the list.

Application Renewal

Renewal of an application must be done annually in order to remain on the wait list. Applications may be renewed anytime from March 1st through March 31st. No renewal fee is required. Renewal of an application must be done in person at the ECH Lab School administrative office. An application that is not renewed will be considered void and will be removed from the wait list. After an application is removed from the wait list an applicant must reapply, paying the application fee, and will be placed on the wait list as if the applicant is new.
Lab Closings/Holidays
The current Agreement Form and Lab calendar includes a list of anticipated Lab closings and holidays. In the event our nation calls a special national day or the University closes, the Lab will notify the families of this observance. No refunds are made for Lab closings.

Weather/Other Emergencies
The ECHL will close along with the University in the event of inclement weather conditions or emergencies. During periods when University classes are not in session, the responsibility for closing is that of the Lab director. The director will place announcements of Lab closings on local radio and T.V. stations. No refunds are made for Lab closings. The Lab office staff monitors radio reports during inclement weather to remain aware of changing conditions. Parents need to pick-up children within 30 minutes of the announced closure times to avoid late pickup fees.

Promotions to Other Classes
Age is only one of the criterions used to determine a child’s placement in the next age group. The director, teachers, and parents shall decide when a child should be promoted to another classroom based on multiple considerations:
(1) classroom observations,
(2) the child’s readiness for experience with an older group of children,
(3) the child’s social, emotional, and general cognitive development.

When teachers determine a child is ready for placement in another class and space is available, the parent will be contacted and may be called in for a conference. At that time, all parties involved will discuss the promotion criteria. Arrangements for a smooth, gradual entry to the new classroom will be made.

Withdrawal
When a child withdraws from the Early Childhood Lab, a withdrawal form must be completed and submitted to the director or assistant director at least 14 calendar days before the child is to withdraw. Charges will cease at the end of the day indicated on the withdrawal form. If advance written notice is not given, the parent agrees to pay the additional two weeks of tuition.

Insurance
All children enrolled in the program are insured for accidents that may occur while children are in our care.

Discontinuing Service
The Early Childhood Laboratory reserves the right to discontinue services to any child if the parents fail to reasonably cooperate with the Lab in the provision of educational services to their child;
parents fail to reasonably cooperate with the Lab in adhering to all Lab policies;
child is dangerous to self or others;
child is destructive of state property or so disruptive that the education of other students is significantly impaired;
child requires a more appropriate educational setting to better meet the child’s individual needs.
Fees & Payments

Tuition/Late Charge
The Early Childhood Lab tuition is based on 12 months enrollment and is due the first of each month. The ½ of the first month’s tuition will be paid in advance at the time of enrollment to secure the position, and full tuition will be due on the 1st of each subsequent month thereafter.

A late charge of $20.00 (per child) will be assessed if payment is not received by the tenth of the month. Partial payments for a single child will not be accepted. If the account becomes more than 30 days in arrears, the child’s space will be forfeited.

Parents receive an Agreement Form that includes a current fee schedule and calendar that indicates Lab holidays and closings. Payments must be made by check or money order. CASH WILL NOT BE ACCEPTED. Check or money order is payable to SFA ECHL and mailed or delivered to the director at
ECH Lab, P.O. Box 6072
SFA Station
Nacogdoches, Texas 75962-6072.
DO NOT TAKE OR SEND PAYMENTS TO TEACHERS. Written notice of delinquent accounts will be issued after a payment is 10 days in arrears.

The Early Childhood Lab closes at 5:30 p.m. Late fees are assessed if you fail to pick up your child on time. The fee is calculated at $25.00 per child for any part of the first 5 minutes, and an additional $20.00 per child for any part of the next 5 minutes, and $1.00 per child for each additional minute after 5:40 p.m. Repeated failures to pick up your child in a timely manner can result in enrollment termination.

If we have not heard from the parent, and we have not been able to contact other authorized persons listed on the child’s enrollment form by 6:00 p.m., we are required by law to consider a child abandoned, and we must call the police.

Absences
The Lab operates on a budget, based on enrollment income. For this reason, no reduction of fees is made for absences.

Materials/Supply Fee
A one-time, non-refundable materials/supply fee of $300.00 per year is charged for all children enrolling during the school year. This fee may be paid in two payments of $150 each. The first is due September 1st and the second February 1st. A late fee will be assessed for any fees not paid by the 10th of the month due.

For children enrolling in the ECHL for the first time, the materials/supply fee is due upon acceptance and is non-refundable. For newly enrolled children, summer materials/supply fee is as follows: enrolling during the month of June $75, July $50, August $25.
Classroom Guidelines

Teaching staff develop individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive, and culturally sensitive.

Arrival and Departure

Children may arrive no earlier than 7:30 a.m. and must be escorted by a parent (or adult listed on the child’s emergency permission form) to the child’s classroom and released directly to the teacher. Children may not be dropped off at the door. All children must be picked up no later than 5:30 p.m. to avoid a late fee charge. Parents must let the teacher know when a child is arriving or departing AND must sign the child in and out each day (this is a state licensing criteria). In the event the parent (or person delivering the child to the classroom) forgets to sign in his/her child, the classroom teacher will contact the parent and he/she must return to the Lab and sign in the child within 30 minutes to avoid a fee.

- Toddlers and Pre-K classrooms begin curriculum instruction at 9:30 a.m. In order for children to receive the full benefit of our program and to participate with the group activities, we ask that you have your child here by this time. If there is a special circumstance, such as a doctor’s appointment requiring arrival after 9:30 a.m., please notify the teacher so she will know when to expect your child.
- Arrival time is 7:30 a.m. to 9:30 a.m., and departure time is 3:00 p.m. to 5:30 p.m. Children will benefit most from the educational aspects of the program if they arrive by 9:30 a.m. Lunch is served between 11:00 and 11:30. Rest time takes place between noon and 2:00. Please do not bring your child to the center between 11:00 and 2:00, because this will make separation from you more difficult and is disruptive to the rest of the class.
- If you have made prior arrangements with the teacher for a late arrival, you must sign in at the front office as well as your child’s classroom.
- Do not drop your child off during naptime.
- Call the ECHL (936.468.4006) no later than 9:30 a.m. if your child is going to be absent (9:30 a.m. is the time the daily lunch count is made).
- If you are picking up your child(ren) between 5:15 and 5:30, you must enter the building through the front, main entrance. Once your child(ren) has/have been picked up, you are asked not to return to the classroom. This allows our cleaning crew to begin promptly at 5:30 p.m. and our teaching staff to be free of their duties.
- ECH Lab is considered a NO CELL PHONE zone.

Parents are asked not to bring children after 9:30 a.m. except in the event of a doctor’s appointment, an emergency, or a special family occasion. When this occurs, please call before bringing your child after 9:30 to allow center staff to plan for your child’s attendance.
Parking/Doors
Parents may temporarily park in the loading and unloading zone on the ECHL side (south side) of the building. When using this drive, all vehicles must pull forward and avoid blocking the entrance or exit to the drive. If you plan to be in the building for any length of time, please park in the main lot in the front of the building. The ECHL loading/unloading entrance door will unlock with issued swipe cards from 7:30 a.m. to 9:00 a.m. Swipe cards will again work from 3:00 p.m. until 5:15 p.m. If you need in our building between 9:00 a.m. and 3:00 p.m. or are picking up your child after the doors have locked at 5:15 p.m., please use the main, front entrance.

Naptime
We must provide a supervised sleep or rest period after lunch for children 18 months or older (www.tdprs.state.tx.us). Children under the age of 18 months most often sleep according to individual schedules.

 Discipline
The purpose of all “discipline” in the ECHL is to help children become increasingly self-managing and socially responsible. Positive, non-punitive methods are used in the pursuit of this goal. Discipline is directed toward improving the child’s understanding of social expectations, developing appropriate ways of behaving in given situations, and understanding causes and effects of the feelings and actions experienced.

Physical punishment, threats, and intimidation of a child are inappropriate and not practiced at the ECHL. Instead, techniques are used for diverting attention to constructive pursuits, compromising/arbitrating differences, extending understanding of the reasons for “rules,” and encouraging children to seek alternatives within the boundaries of their abilities. In some instances, in order to help a distressed child regain self-control, the child will be removed from the situation and allowed a private time to quiet himself/herself before rejoining the classroom activity. A reassuring adult will assist the child in regaining self-control. The partnership between parents and teachers is essential to make the advancement of the child’s autonomy and integrity a real and functioning accomplishment.

If a parent refuses to work with the staff in resolving the problem and/or the behavior problem persists resulting in a chronic situation requiring greater need for care than the ECHL teachers can provide, the child’s enrollment is subject to termination.

Guidance Practices:
The following practices have been found to be effective by ECHL teachers and are strongly recommended to the teachers just beginning to work with children in our center. These practices build rather than threaten relationships between teacher and child and are respectful of both.

1. Distraction: Used primarily with infants and toddlers, the teacher provides a distraction to attract the attention of a child. For example, she may begin to sing a simple song while her partner sets up lunch for a hungry child.

2. Redirection: Suggesting a desirable alternative to an action may allow the child to move from a problematic situation to a positive one. For example, “The water table is full, but no one else is using the magnatiles!”
3. **Positive language**: Emphasizing what is possible for the child rather than denying what is wanted helps to establish a caring relationship between teacher and child. For example, to the child who wants to play rather than wash his hands the teacher might say, “We will play with the blocks after you wash your hands.”

4. **Body placement**: Placing yourself near the child when giving directions or resolving conflict increases the child’s ability to focus attention on what you are saying.

5. **Provide choices only when you can accept the child’s choice**: Frequently, in an effort to be polite, adults offer children a choice when there really is no choice available. For example, when you ask, “Would you like to help clean up the classroom?” most children will, with honesty and sincerity, answer “NO!” Then your choice will be to disrespect the child’s honest answer or clean up alone. Instead, try, “It’s time to clean up so we can go outside.”

6. **Encourage, support, and model negotiation skills**: Resolving conflict is the ultimate exercise in problem solving. Coach children in the social skills they need to enter play, navigate the give and take of relationships, and work cooperatively with others.

7. **Consider the child’s developmental level, maturity, and experience in your expectations and interactions**: For example, a toddler whose toy is being grabbed is going to bite, be there to intercede. A five year old in the same situation may need for you to stand back while he yells, “Stop it! I’m using that!”

8. **Use “I” messages/avoid “you” messages**. Children become defensive when the accusatory “you” is used. Instead of “You made a mess,” try, “When water is on the floor someone might slip and I’m afraid they might get hurt. What could we do about this water?” Note the respect for the child’s thought process in this example. The teacher avoids authoritarian insistence on obedience “because I said so,” provides the child with an objective explanation of the problem and why it is of concern, then asks for the child’s ideas on resolving the problem.

---

**The ECHL discipline/guidance policy complies with the Texas Administrative Code and the rules in the Subchapter L of Minimum Standards** ([www.tdprs.state.tx.us](http://www.tdprs.state.tx.us)).

**Birthdays**

Parents who wish to bring refreshments for a special snack should make arrangements in advance with a teacher and the kitchen supervisor. Cupcakes, cookies or other store purchased snacks of individual proportions are preferred since each child receives the same portion. This also makes serving much easier. Rather than bringing party favors/balloons/etc. to the child’s classroom, please consider donating a book, or CD, to the ECHL in your child’s honor. A bookplate will be placed inside the book or on the CD/tape cover to recognize your child and his/her special date.

**The child’s birthday observance at the Lab is not intended to take the place of each family’s special observance at home.** If you do decide to provide a birthday treat for the class, be mindful that:

- no gifts are to be exchanged.
- no treat bags or party favors are to be distributed in the classroom.

Revised: September 19, 2017
Birthday party invitations for parties away from the Lab may be distributed at school only through the classroom teacher if all children in the class are invited. If you do not want your child’s birthday celebrated, please notify the Lab in advance in writing.

ECHL does observe traditional, national, cultural, and seasonal holidays with activities that are child-centered, educationally oriented, and developmentally appropriate. Every effort is made to be culturally sensitive.

Please share with the Lab staff any celebrations that are important to your family so that these, too, may be included in our classroom planning.

**Bringing Items from Home**

Children frequently want to share with their class nature items and treasures from home. Such items are especially welcomed if they support a topic being studied. It is always a good idea to check with a child’s teacher before bringing objects to the Lab.

We **do discourage children from bringing toys** from home; although, some teachers will allow items of comfort, such as a soft cuddly stuffed animal, to be brought to school to help a child sleep more comfortably (please check with the teacher first). When a child brings a toy from home, it is sometimes difficult for them to share and the toy could get lost or broken. The staff is not responsible for lost or damaged items.

*The Lab does not allow* toys of violence like guns, swords, or violent action figures.

**Clothing**

Children should be dressed in comfortable, casual clothes, which are washable and suitable for active play. Clothing should encourage self-help skills; for example, overalls or tight belts might restrict a young child’s ability to care for bathroom needs. Shoes should be well fitting and safe for playground activities. Canvas or leather tennis shoes are recommended. **Boots, cleats, flip-flops, slip on shoes with or without backs, and some sandals are inappropriate for many outside activities and should not be worn to school.** A complete change of clothing (labeled with the child’s name) is to be available in the child’s cubby at all times. Please replace these items as they are used to avoid embarrassment or inconvenience to your child. All items left at school should be labeled with the child’s name including jackets, sweaters, extra clothing, blankets, and pillows. Clothing with an aggressive theme or nature (i.e. Ninja Turtles, Batman, and Power Rangers) is inappropriate and should not be worn to school.

**Other Children in the Classroom**

In consideration of the health and safety of the ECHL children, we ask that older/younger siblings refrain from entering our classrooms or playgrounds when a child is being dropped of or picked up. The teachers and assistants will be glad to assist you with this process.

**Camera Log In**

The ECHL has cameras located in each of the five classrooms. Parents will receive a username and password to obtain access to view classrooms for which their child(ren) is/are enrolled. Specific guidelines and procedures are distributed separately.

Revised: September 19, 2017
Curriculum

Overview
The ECHL is firmly embedded in constructivism; the theoretical view that learners construct knowledge through interactions with the physical and social environments. Through meaningful and interesting activities with choices, children have the opportunities to function as planners. Critical thinking and problem solving skills are supported by giving children sufficient time to implement plans. There are many opportunities for exploration, interaction and experimentation with peers and adults. Teachers recognize they can promote the development of each child through expressions of respect, acceptance, and trust. Teachers design curriculum to promote the development of each child’s physical, social/emotional, representational, and cognitive skills. They encourage children to hypothesize and predict, pose questions, defend and revise ideas, research answers, and problem solve. Great emphasis is placed on the importance of independence and cooperation with reflection regarding thoughts and actions. We encourage relationships building and support in an environment where children learn to discuss different points of view.

Weekly Lesson Reviews
On-going assessments are conducted throughout your child’s time with us. These assessments are used to determine the weekly lesson plans for the whole class and also to help develop individual curriculum goals for your child. Each teacher designs classroom lesson plans around the emerging skills of the whole class. There are also plans for individualized skill building for children who need help or challenge with emerging skills. Weekly plans are built around the developmental domains with the teacher choosing assessment items from each domain. There is an objective and activity for each item. A weekly review of the lesson is available for parents in the classroom. We encourage parents to support the activities and to practice specific skills each week; it is also helpful for parents to read the same books with their child and to sing the songs and finger plays. Children learn by repetition.

Assessments
Assessment and curriculum planning go hand in hand. They function in a cyclical way, dependent on each other. Teachers assess children to determine what their learning needs are and then plan curriculum to meet those needs. Curricular experiences are carried out and assessment occurs again so the teachers can evaluate the children’s understandings and make further learning plans. Without assessment, curriculum may be disorganized and without direction. As a part of our program, we provide assessment of children’s development on an on-going basis.

At the ECHL, an assessment is administered onsite to determine your child’s developmental age upon enrollment and thereafter throughout the year. The child’s assessments will be used to
- identify children’s interests and needs,
- describe the developmental progress and learning,
design classroom curriculum and adapt teaching practices, communicate with families, and arrange for referrals when indicated.

A child portfolio system where teacher observations, family observations and examples of children’s work “work samples” are collected on an on-going bases. Documentation of children’s knowledge and skills in everyday environments is a recommended practice for early childhood assessment. Based on descriptions of what a child is doing and learning in school, assessments are conducted as a continuum from early infancy to pre-kindergarten.

The assessments are shared with parents during Parent/Teacher scheduled conferences. Family conferences with the child’s portfolio are held at least twice a year.

**Fundamentals of the ECHL**

*Young children are active and curious participants* in the construction of their knowledge. The school is firmly embedded in constructivism; the theoretical view that learners construct knowledge through interactions with the physical and social environments. Teachers challenge children to make predictions, to explore, to discover, to question, to represent and to reorganize their ways of thinking. Understanding that the young child is a member of his or her family, it is our goal to collaborate with family members. Building an equal relationship between family, child and teacher is a cornerstone of our philosophy. *Children are capable and powerful human beings.* They have the ability to research and question in order to gain further understanding of those things they desire to know more about. Teachers are not all-knowing individuals that give all the answers; they encourage children through investigation process.

*At the ECHL, there are many opportunities for exploration, interaction and experimentation* with peers and adults. Teachers recognize they can promote the development of each child through expressions of respect, acceptance, and trust. Teachers engage in continuous discussion and interpretation of their work and the work of children. These exchanges provide ongoing training and theoretical enrichment. Teachers see themselves as researchers preparing documentation of their work with children, whom they also consider researchers.

**The documentation as communication.** Careful consideration and attention are given to the presentation of the thinking of the children and the adults who work with them. Teachers' commentary on the purposes of the study and the children’s learning process, transcriptions of children’s verbal language (i.e. words and dialogue), photographs of their activity, and representations of their thinking in many media are composed in carefully designed panels or books to present the process of learning in the schools. The documentation serves many purposes. It makes parents aware of their children’s experience. It allows teachers to better understand children, to evaluate their own work, and to exchange ideas with other educators. Documentation also shows children that their work is valued. Finally, it creates an archive that traces the history of the school and the pleasure in the process of learning experiences by many children and their teachers (Gandini, 1993).

*At the ECHL, teachers work in pairs and collaborate with other teachers and staff members.* Professional development is critical to the quality of our program. To support our teacher’s professional development, the ECHL provides opportunities for Professional Development. The purpose for Professional Development is to continually increase the knowledge of the
teachers and staff through on-going teacher education. Teachers see themselves as researches through the use of documentation and gaining a deeper understanding of the children’s work. **Curriculum** at the ECHL is created to promote the development of each child’s physical, social/emotional, representational, and cognitive skills. They encourage children to hypothesize and predict, pose questions, defend and revise ideas research answers, and problem solve. Through meaningful and interesting activities with choices, children have the opportunities to function as planners. Critical thinking and problem solving skills are supported by giving children sufficient time to implement plans. **The Parent as partner.** Parent participation is considered essential and takes many forms. Parents play an active part in their children’s learning experience and help ensure the welfare of all the children in the school. The ideas and skills that the families bring to the school and, even more important, the exchange of ideas between parents and teachers, favor the development of a new way of educating, which helps teachers to view the participation of families not as a threat but as an intrinsic element of collegiality and as the integration of different wisdoms (Spaggiari, 1993). Cadwell, L.B. 91997) Bringing Reggio Emilia Home: An innovative approach to early childhood education. New York: Teachers College Press

**Referrals**
When program staff suspect that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive, and confidential manner with documentation and explanation for the concern, suggested next steps, and information about resources for assessment.

Identifying children with disabilities or delays early helps minimize or prevent future problems. As a professional institution, the ECHL assumes responsibility under federal regulation (34 CFR, Sec. 303.321) and state regulation (25 TAC, Sec.621.45) to refer a child under the age of 3, to Early Childhood Intervention (ECI) **within two working days** of identification of a disability or suspected delay in development. ECI is federally and state funded through the Individuals with Disabilities Act and is available in every Texas County.

All screening referrals will be kept strictly confidential and will be used only to help access appropriate care as needed.

**Technology Policy**
ECHL uses technology to extend learning within the classroom and to integrate and enrich the curriculum. The use of passive media (television and video) is limited to developmentally appropriate programming.

**Extracurricular Activities**
Parents agree to take responsibility for getting children ready for extracurricular activities such as gymnastics, dance, soccer, etc.
Outdoor Participation
Outside play is an integral part of a child’s day. Except during extreme weather conditions, all children will participate in outside activities. Teachers determine outdoor activities based on temperature, wind chill factor, humidity, and age of children. If a child must remain indoors for medical reasons, other arrangements for childcare should be made. Extra personnel are unavailable to provide one-on-one care.

Field Trips
The Excursion Agreement form will be signed when the parent registers his/her child. This form allows the child to attend all on/off campus excursions. Parents will be advised at least 48 hours prior to trips requiring vehicular travel. If children take walks on campus, a notice will be posted on the classroom door.
Health & Safety

Accidents/Emergencies/First Aid
The ECHL works hard to provide a safe environment for the children at all times. However, part of growing up can include bumps and bruises. Our ECHL is equipped with simple first aid supplies and if a child has a minor accident, the staff will provide appropriate first aid to the child.

In the event medical assistance is required, the ECHL will call 911 and ask for UPD and emergency help. If a child and/or staff member is taken by medical transport, either the Director or other designated staff will accompany the child/adult.

When injuries do occur, we make two copies of a written report to inform parents about the accident. One copy is for the parent and the other copy is to be signed by the parent and kept in the child’s school file.

Emergency Conditions
A signed authorization for emergency care is kept in each child’s file. Physician information and emergency telephone numbers must be kept current. Emergency contacts must be local or able to respond within 30 minutes of a phone call to avoid a late fee.

Medical Emergencies:
In the case of injury or illness during school hours, the following procedures will be followed:

1. The staff will administer necessary first aid and then attempt to contact one or both parents.
2. If parents cannot be reached, persons designated in the child’s file will be called.
3. When a child needs immediate medical attention, a staff member will contact the child’s doctor and upon his/her recommendation, take the child to the doctor’s office or nearest emergency room.

     Emergency Drills:
     Tornado and fire drills are practiced during the year.

Hygiene
Every effort is made by the ECHL staff to prevent the spread of germs. We strive to maintain the highest standards of cleanliness, which includes required hand washing for children and teachers and instruction in hygiene to help minimize the spread of germs.

The ECHL promotes dental hygiene by providing children twelve months and older a daily opportunity for tooth brushing. Infant’s gums are cleaned with a disposable tooth wipe after each feeding.

Monitoring
Children monitored at all times by visual and/or auditory means. The rooms are arranged to accommodate these criteria. All teachers/staff have direct visual and auditory contact at all times. This includes outside playgrounds and sleeping arrangements.
Illness
One of the most serious challenges facing group care situations for young children is preventing illness. The ECHL is a well-child childcare facility. The ECHL uses the following guidelines to protect your child as well as others from contagious illness. We realize that this can sometimes be an inconvenience for parents, but we trust that you will understand the necessity for such a policy. If any of the following conditions occur while your child is in attendance, you will be notified and your child must be picked up from the Lab within 30 minutes of notification to avoid late fees.

1. An ill child belongs at home, not in a well-child childcare center where respiratory and gastrointestinal diseases spread rapidly from child-to-child under the best of preventative precautions.
2. An ill child will not be accepted for care if one or more of the following exists:
   a. the illness prevents the child from participating comfortably in facility activities,
   b. the illness results in a greater need for care than the staff can provide without compromising the health, safety, and supervision of the other children,
   c. the child has one or more of the following:
      ☐ oral temperature 100.4 degrees or greater, rectal temperature 101.4 degrees or greater, armpit temperature 99.4 degrees or greater, until the child has been free of fever for more than 24 hours; accompanied by behavioral changes or other signs/symptoms of illness until medical evaluation indicates the child can be included in the facility’s activities, or
      ☐ symptoms/signs of possible severe illness (such as lethargy, uncontrolled breathing, diarrhea and/or vomiting illness, rash with fever, mouth sores with drooling, wheezing, behavior change, or other unusual signs until medical evaluation indicates the child can be included in the facility’s activities.
   d. the child has been diagnosed with a communicable disease until medical evaluation determines the child is no longer contagious and may participate in the facility’s activities (refer to the Communicable Disease Chart for Child Care Centers @ www.tdprs.state.tx.us).

One of the best ways to prevent the spread of disease is to have strictly enforced standards regarding the exclusion of ill children. We need your help for this. Do not bring an ill child to the ECHL and if your child becomes ill at the ECHL, please pick up your child immediately.

If your child is diagnosed with a communicable disease, please notify the ECHL. It is important for us to be aware of what children may have been exposed to so we can communicate this with other parents.

THE 24-HOUR ‘SYMPTOM FREE’ RULE
The Lab’s policy requires that your child be free of symptoms of illness: fever, diarrhea or vomiting for at least 24 hours before returning to school.

Fever-free means without medication for fever reduction.

Please keep in mind that if we send your child home because of illness, the child will not be admitted to the Lab the next day because the 24-hour period will not have elapsed. Do not rush a child’s return to school following an illness. The Lab reserves the right to require a doctor’s statement before the child can be re-admitted to the Lab.
Medications/Immunizations ONLY MEDICINES WITH A PRESCRIPTION WILL BE ADMINISTERED

A medication is a substance that is taken into or placed on the body that does one of the following things:

- Most medications are used to cure a disease or condition.
  - For example, antibiotics are given to cure an infection.
- Medications are also given to treat a medical condition.
  - For example, diaper rash cream is given to treat diaper rash.
- Medications are also given to relieve symptoms of an illness or condition.
  - For example, pain relievers are given to reduce pain.
- Medications are given to prevent diseases or conditions.
  - For example, the Flu Vaccine helps to prevent the person from complications of having the flu.

Medication, including over-the-counter medication, to be administered at school, must have a pharmacy label. The label must include the child’s first and last name, a current prescription date, the name of the administering physician, the instructions on how to administer and store the medication, an expiration date, and it must be in the original container. Medicine forms are available in each classroom and must be completed by the parent and handed to the classroom teacher. (This includes items such as diaper rash cream, sunscreen, special lotions, etc.)

The following schedules will be followed when administering medication to children.

Immunization requirements, TB tests, and hearing and vision screenings follow the Texas Department of Health guidelines. This includes teachers, staff, and children.

The following schedules will be followed when administering medication to children.

<table>
<thead>
<tr>
<th>Directions</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 times per day</td>
<td>not administered at school</td>
</tr>
<tr>
<td>3 times per day</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; dose at home  2&lt;sup&gt;nd&lt;/sup&gt; dose at ECHL w/lunch  3&lt;sup&gt;rd&lt;/sup&gt; dose at home</td>
</tr>
<tr>
<td>4 times per day</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; dose at home  2&lt;sup&gt;nd&lt;/sup&gt; dose with lunch  3&lt;sup&gt;rd&lt;/sup&gt; dose with 2:30 snack  4&lt;sup&gt;th&lt;/sup&gt; dose at home</td>
</tr>
</tbody>
</table>

First Aid skills are the most likely tools caregivers/teachers will need. Minor injuries are common. For emergency situations until a health professional can provide definite care. Each caregiver/ teacher at the ECHL has satisfactorily completed a pediatric first aid class as well as a pediatric CPR course and is aware of the steps involved for treatment as needed. The teachers implement and follow the recommended treatment for minor injuries as written in the current American Academy of Pediatrics, which may include and not be limited to Hydrogen peroxide, First aid antibiotic ointment, and Antiseptic wipes.

Any under-immunized child displaying symptoms of a vaccine preventable disease is promptly excluded from other children and the parents contacted for medical consultation and release.

Revised: September 19, 2017
Nutrition

The Early Childhood Lab oversees the food program. Our kitchen staff is continually exploring ways to improve this program. We continue to review, revise and plan our menu choices based on input we receive from students, parents, and teachers. Our current menus have also been reviewed by a nutritionist to ensure we are providing not only healthy options but also foods our children will enjoy.

A morning snack will be offered each day. This is not a substitute for breakfast, but a snack to help the children get through the morning. Our lunch will consist of a nutritious, tasty menu. If a child requires a special diet, the parent must provide food from home and the child’s file must include a signed statement that the ECHL is not responsible for the nutritional value of the food brought from home or for meeting the child’s daily food needs. In addition, if a child requires diet modifications for health reasons, we must have written notice from a physician or registered-licensed dietician.

Children are required to brush their teeth once a day after lunch. Children wash their hands regularly throughout the day. Specific hand washing transition times are at the beginning of class when children arrive for the day, before each meal, after toileting or diapering and after coming in from outside. Staff members consistently share the importance and benefit of good health and hand washing with families in their classrooms.

Any food or beverage brought from home must be labeled with the child’s name and date.

Food/Menus

Well-balanced, hot meals and nutritious a.m. and p.m. snacks are served daily. Children are NOT to bring food, gum, or candy to the Lab; this includes breakfast. Individual children bringing special goodies create problems for other children as well as for the teachers. If a child has special dietary needs, food allergies, or other special conditions requiring attention, parents need to advise the director, teachers, and kitchen supervisor immediately and provide a doctor’s letter outlining specific needs. Lab policy is to accommodate children with special dietary needs or allergies as much as possible. Substitutions will be made if readily available. Parents will be asked to provide foods or snacks when suitable substitutions cannot be made. Menus are available to parents online and posted in each classroom.

The ECHL supports breastfeeding mothers and provides a comfortable, quiet place for feeding.

Teachers do not offer children younger than four years old the following foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. The Teachers/staff cut the food into pieces no larger than 1/4 inch square for infants and 1/2 inch square for toddlers, according to each child’s chewing and swallowing capability.

The Lab does enforce a no candy rule in the classrooms. Our goal is to maintain the quality of the child’s daily nutrition and we ask that parents join us in this effort to promote healthy children.
**Family Style Dining**

Mealtime in a childcare/school is an active learning time. It is an opportunity for discovery, trial and error, and child initiated behavior. Offering family style dining allows children to eat their meals and snacks in a manner that promotes the type of beneficial activities they might experience in their home environment, including activities that promote decision making, self-help skills, and sharing and social skills through interaction with others.

During mealtimes, children help to set the tables, self-serve food from bowls at each table, and assist with cleanup when done. Children and teachers at the tables use this time to interact, model good manners, model good food choices, and build classroom community.

According to the Department of Health, children develop these skills through interaction with adults and other children. Motor skills are developed by children serving plates themselves and passing food dishes to others. Social skills and language may be developed through light conversation at the table. The adult at the table can encourage language development by talking about the food provided, where it comes from, good eating habits, and proper table manners. The family-style meal service provides a comfortable and relaxing atmosphere where children feel free to talk with each other. Family-style meals may also have a very positive effect on the picky eater. When children sit together and serve themselves, the picky eater may see others accepting foods and want to try the foods as well. The adult may need to encourage the picky eater to taste the food.
Parents’ involvement in their child’s education is encouraged at the ECHL in both formal and informal ways. It is important for parents to know what is happening in their child’s classroom as well as at the Lab. Please make every effort to stay informed; you are your child’s advocate and their most important teacher.

Parent Involvement
The ECHL encourages active parent participation. Parents and Lab staff share a common concern for the commitment to each child’s development; communication and cooperation are essential. Communication should be continual in order for parents and teachers to share their knowledge about the child’s particular needs and special experiences.

Parent On-site Observation
Parents are encouraged to take frequent advantage of the opportunity to observe their child in the observation booth, which is always open; and to discuss their observations with the teacher. Parents are informed through weekly lesson plans, newsletters, and charts located in each classroom.

The ECH Lab Lines Newsletter
The ECHL publishes a newsletter as a way to maintain communication with parents. It is sent home on each child’s cubby and/or provided electronically.

Classroom Parent Information Board
There is a bulletin board located on or beside the classroom door, which contains both general and specific parent information. Please make a point to stop and check the information on the board each day. This will help with the process of communication and connecting with parents with the ECHL.

Parent Conferences
All parents are invited to participate in parent/teacher conferences. These conferences are held twice each year and upon request at a time that is convenient for parents and teachers. The purposes of conferences are to discuss the child’s individual developmental progress and goals, and to plan for the child’s future growth and development. Occasionally, a teacher may request a parent conference when there is a special concern in the classroom. We ask that parents respect this request with prompt attention.

Parent Meetings/Classes
The ECHL holds group parent meetings throughout the year. This includes a general meeting, new parent orientations, and program/classroom Open House. Periodically, parent classes are held in the evening in the fall and spring. These classes cover a variety of topics related to the ECHL’s program and/or the development of young children.
ECHL Team and PTO
The ECHL Team is composed of a group of staff, the Early Childhood Undergraduate Coordinator, University faculty members, and SFASU’s Elementary Education Chair. This group serves in an advisory capacity to provide support and guidance to the Director. In addition to this ECHL Team, parents of all children enrolled in the ECHL and all ECHL faculty and staff are encouraged to join the Parent Teacher Organization. This organization typically meets each month, offers ideas and suggestions to the ECHL Team, and plans social and community events promoting families and young children.

Parent Resources
The ECHL maintains a resource area for our parents in the main office area. Additionally, each classroom has specific developmental information available on a variety of early childhood care and education topics. Other helpful resources can be found at the following websites: www.parentinginformation.org, www.zerotothree.org, www.iamyouchild.org, www.collabforchildren.org

Organizational Structure
The ECHL employs a Management Team to assist with communication and supervision at the Lab. Administrators include the director, assistant to the director, and the Early Childhood Undergraduate Coordinator. Any of these managers may assist you with questions or concerns about the Lab. In addition, there are two, full-time subs, one secretary, four master teachers, six lead teachers, and several part-time student assistants.

Parent/Teacher Communications
When you have a concern, please remember
- teachers want parents to be satisfied with the care their child is receiving.
- to talk directly to teachers whenever possible, if you would prefer, talk with the director.
- use the Solution/ Resolution worksheet found in the Appendix of the ECHL Handbook to facilitate verbal communication.
- REALIZE that if you have a concern with a teacher, the director will need to investigate and talk with the teacher about your concern in order to deal with the issue in a straightforward and professional manner.
- to please give teachers a chance to correct minor issues.
- NOT to allow concerns to build up. As concerns occur, share them with the teachers. It is disturbing to find out “later” that a parent had a number of concerns and never expressed them.
- sometimes we cannot make the changes you may request due to other restrictions, but we ALWAYS want to hear your suggestions. We promise to consider them seriously and respond to you in a timely manner.
- if at anytime a parent wishes to meet with his/her child’s teacher to discuss issues that may arise, he/she can contact the teacher to schedule a meeting.
- we do ask that you schedule a conference with your child’s teacher to discuss issues in depth, and not try to discuss them during drop-off and pick-up times.
Separate from the SFASU Campus Alert, the ECHL is using Remind 101 to send important updates and information for ECHL families 2017-2018. This will be used to communicate reminders and critical school information such as school closings or weather delays.

When creating an account, it is suggested you sign up with your cell phone in order to receive information in a text as soon as it is sent. Remind 101 is also an iPhone/iPad app that can be added to your device. In the future, it is possible that each classroom will have their own “class” to send out information to. (For reference, our class code is @echlf.) [https://www.remind.com/join/echlf?utm_medium=ios](https://www.remind.com/join/echlf?utm_medium=ios)

Our normal, communication will remain in place: SFA will send an alert, ECHL faculty and staff will be notified, ECHL family will be notified via SFA website, and when possible, Facebook and/or email/phone call. I encourage you to “like” our Facebook page at: [https://www.facebook.com/sfasuechl/](https://www.facebook.com/sfasuechl/). We will post information here as well, if at all possible.
EARLY CHILDHOOD LABORATORY
Parent Policy Agreement

As an Early Childhood Laboratory parent, I have met with the Lab’s director and reviewed the ECHL Parent Handbook. I agree to:

- comply with and support all ECHL policies and procedures.
- be financially responsible, keep my account current, and pay late fees if it is not current.
- pick up my child no later than 5:30 p.m. and pay late fees when I do not.
- sign in and out for my child everyday.
- adhere to the Lab’s ill child policy and the 24-hour “symptom-free” rule.
- pick up my child promptly in case of an injury or illness while at the lab.
- follow medication dispensing regulations and complete all necessary forms.
- keep my child’s immunizations current and provide copies of any updates to the ECHL office.
- attend all parent conferences and/or meetings requested by the teacher.
- read all information provided/shared with ECHL parents.
- use the ECHL website to stay informed.
- cooperate with ECHL teachers and follow up on medical, dental, or developmental referrals/needs of my child.
- keep all telephone numbers, emergency numbers, and other enrollment information current.
- be willing to learn and grow as a parent and to increase my knowledge of child development.
- provide the Lab with diapers, formula, breast milk, baby food, special foods, change of clothing or anything else necessary for my child’s care.
- discuss my concerns and keep open communication lines with my child’s teachers and the lab seeking to avoid problems and misunderstandings.
- respect all ECHL staff.

*I understand that failure to abide by the ECHL policies and procedures may result in my child’s enrollment termination. Disregard of Lab policies can include ignoring state licensing rules and regulations; not keeping the child’s account current; aggressive, loud and argumentative interactions with a Lab employee; sexual harassment; hostile phone calls, voice mails, faxes or email communications.

Above all, the ECHL reserves the right to maintain a harmonious and safe environment for the children. Our goal is to bring about collaboration between the home and school in ways that enhance your child’s development.

Parent’s Name: __________________________________________
Signature: ______________________________________________
Date: __________________________________________________
Child’s Name: __________________________________________

Revised: September 19, 2017
APPENDIX

Early Childhood Laboratory
Solution & Resolution Worksheet for Staff & Parents

What is the issue?
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
How does the issue affect/involve you?
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Who needs to be involved in solving/resolving the issue and the reason for their involvement?
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Schedule a meeting; list the date & time:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
During the Meeting: Brainstorm, with everyone present, ideas for solving/resolving the issue:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Describe the plan to be implemented:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
List the action step(s) to be taken, the person responsible for the action step & the date set for
the completion of the action step:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
List the date and time for a follow up meeting:
_______________________________________________________________________________
Early Childhood Lab
Preventing Child Abuse and Neglect

The ECHL requires training in preventing and responding to abuse and neglect of children, including:
(A) Requires at least 1 annual training for all employees;
(B) Trains and assists all child care custodians (teachers, licensed child care workers, foster parents, and social workers) in methods for increasing employee and parent awareness of issues regarding child abuse and neglect, including warning signs that a child may be a victim of abuse or neglect;
There are often certain recognizable physical and behavioral indicators of child abuse or neglect. The following signs, by themselves, may not be conclusive evidence of a problem, but serve as indicators of the possibility that a problem exists.

Signs of Physical Abuse

- Bruising, welts or burns that cannot be sufficiently explained; particularly bruises on the face, lips, and mouth of infants or on several surface planes at the same time;
- Withdrawn, fearful or extreme behavior;
- Clusters of bruises, welts or burns, indicating repeated contact with a hand or instrument;
- Burns that are insufficiently explained; for example, cigarette burns; and
- Injuries on children where children are not usually injured (e.g., the torso, back neck buttocks, or thighs).

Signs of Sexual Abuse

- Difficulty walking or sitting;
- Pain or itching in the genital area;
- Torn, stained or bloody underclothing;
- Frequent complaints of stomachaches or headaches;
- Venereal disease;
- Bruises or bleeding in external genitalia;
- Feeling threatened by physical contact;
- Inappropriate sex play or premature understanding of sex; and
- Frequent urinary or yeast infections.

Signs of Emotional Injury

- Speech disorders;
- Inability to play as most children do;
- Sleeping problems;
- Anti-social behavior or behavioral extremes; and
- Delays in emotional and intellectual growth.
**Signs of Neglect**

- Lack of medical or dental care;
- Chronically dirty or unbathed;
- Lack of adequate school attendance;
- Lack of supervision; for example, young children left unattended or with other children too young to protect or care for them;
- Lack of proper nutrition;
- Lack of adequate shelter;
- Self-destructive feelings or behavior; and
- Alcohol or drug abuse.

Each case of child abuse or neglect is individual. The child who has been hurt is always the victim. If you believe a child may be the victim of abuse or neglect, contact the Child Abuse Hotline at 1-800-252-5400.

(C) Methods for increasing employee and parent awareness of prevention techniques for child abuse and neglect;

Prevention programs are more effective when they involve parents as partners in all aspects of program planning, implementation, and evaluation. Parents are more likely to make lasting changes when they are empowered to identify solutions that make sense for them.

(D) Strategies for coordination between the center and appropriate community organizations; and Common activities of prevention programs include:

- Public awareness campaigns, such as PSAs, posters, and brochures that promote healthy parenting, child safety, and how to report suspected maltreatment
- Skills-based curricula that teach children safety and protection skills, such as programs that focus on preventing sexual abuse
- Parent education programs to help parents develop positive parenting skills and decrease behaviors associated with child abuse and neglect
- Home visiting programs that provide support and assistance to expecting and new mothers in their homes
- Parent mentor or leadership programs that provide role models and support to families in crisis
- Parent support groups, where parents work together to strengthen their families and build social networks
- Respite and crisis care programs, which offer temporary relief to caregivers in stressful situations by providing short-term care for their children
- Family resource centers, which work with community members to develop a variety of services to meet the specific needs of the people who live in surrounding neighborhoods
(E) Actions that the parent of a child who is a victim of abuse or neglect should take to obtain assistance and intervention:
You can make a tremendous difference in the life of an abused child, especially if you take steps to stop the abuse early. When talking with an abused child, the best thing you can provide is calm reassurance and unconditional support. Let your actions speak for you if you are having trouble finding the words. Remember that talking about the abuse may be very difficult for the child. It is your job to reassure the child and provide whatever help you can.

If you suspect a child is being abused, it is critical to speak up. But reporting child abuse seems so official. Many people are reluctant to get involved in other families' lives. However, child abuse is NOT merely a family matter, and the consequences of staying silent can be devastating for the child. Please speak up.

Reporting child abuse can bring up a lot of difficult emotions and uncertainty. You may ask yourself if you are doing the right thing, or question if your voice will even be heard.


Report Abuse

- **By Phone:** 1-800-252-5400
- **Online:** Texas Abuse Hotline External Link

Call our Abuse Hotline toll-free 24 hours a day, 7 days a week, nationwide, or report with our secure website and get a response within 24 hours.

*We cannot accept email reports of suspected abuse or neglect.*

For security purposes: If you created an account on the Abuse Hotline Website before December 18, 2016, you will need to create a new account.

Here are some tips for communicating effectively in difficult situations:

**Tips for reporting child abuse**

**Try to be as specific as you can.** For example, instead of saying, "The parents are not dressing their children right," say something like, "I saw the child running outside three times last week in subzero weather without a jacket or hat. I saw him shivering and uncomfortable. He seemed to want to come inside." However, remember that it is not your job to "prove" abuse or neglect. If suspicions are all you have, you should report those as well.

**Understand that you may not learn of the outcome.** Due to confidentiality laws in the U.S., unless you are a mandated reporter in an official capacity, you probably will not be updated by Child Protective Services (CPS) about the results of their investigation. The family may not broadcast that they have been mandated services, either—but that does not mean they are not receiving them.

**If you see future incidences, continue to call and report them.** Each child abuse report is a snapshot of what is going on in the family. The more information that you can provide, the better the chance of getting the best care for the child.
Early Childhood Lab

Infant Sleep Policy

It is a strict policy of the program that ALL INFANTS ARE PUT TO SLEEP ON THEIR BACKS. This policy is non-negotiable. In addition, the SFASU Early Childhood Lab may not put any object in a crib with a child. This is an accreditation standard with the National Association for the Education of Young Children.

The American Academy of Pediatrics and American Public Health Association have written guidelines for child care centers called Caring for our Children – National Health and Safety Performance Standards: Guidelines for Out-Of-Home Child Care Programs. They strongly recommend the following rules regarding infant sleep position and surroundings:

- Infants under 12 months of age shall be placed on their backs on a firm, tight-fitting mattress for sleep in a crib
- Waterbeds, sofas, soft mattresses, pillows, and other soft surfaces shall be prohibited as infant sleep surfaces.
- All pillows, quilts, comforters, sheepskins, stuffed toys, and other soft products shall be removed from the crib.
- Infants who fall asleep in sitting devices such as a car seat, or anywhere other than their crib will be moved to their crib for the remainder of their sleep time.
- No blanket may be used in a crib. Only sleep clothing that is designed to keep an infant warm without the possible hazard of covering the head or face may be used during sleep or nap time. This includes: wearable blankets, such as sleep sacks, sleep sacks with a swaddle attachment and swaddle wraps.
- The infant’s head shall remain uncovered during sleep.
- Unless the child has severe medical reasons, and thus a note from his/her physician specifying otherwise, infants shall be placed on their backs for sleeping to lower the risks of Sudden Infant Death Syndrome (SIDS).
- When infants can easily turn over from their back to stomach or side, they shall be put down to sleep on their back, but allowed to adopt whatever position they prefer for sleep.
- Unless a doctor specifies the need for a positioning device that restricts movement within the child’s crib, such devices shall not be used.
- Pacifiers shall not be hung around infants’ neck and mechanisms that attach pacifier to infant shall not be used with sleeping infants. Pacifiers with a stuffed animal attached will not be allowed during nap/sleep times.
- No sound machines or music will be loud enough to keep from hearing an infant in distress while sleeping.
- The lighting in the nap room and classroom must be bright enough to see children sleeping and notice any color change (turning blue) due to lack of oxygen or breathing issues.
- Teaching staff and childcare assistants/aids receive training on the importance of this policy and infants being put to sleep on their backs.
Early Childhood Lab
Home Visits

What happens when a child’s family welcomes teachers in their home?

Families are the experts on their children. Teachers are the experts on the classroom. Parent Teacher Home Visits are voluntary appointments designed to build a relationship between equal partners, so the most important adults in a child’s life, at home and at school, can work together to support the child’s learning and growth.

Parent Teacher Home Visits:
- Increase children’s academic and developmental growth
- Build relationships between teachers and families
- Improve school climate, attendance, and learning
- Increase cultural competence and connection
- Build community support

Everyone plays on the same team to help the children succeed!

"On the visit, the teacher asked me, and I’ll never forget this, she said, “What are your hopes and dreams for your child?” And I knew that if anybody was going to come into my home, in a nonjudgmental way, and ask me that question, they must really care! After my first home visit, we worked together to help my daughter and she learned so much by the end of the year.”

Parent Praise
Early Childhood Lab
Food Allergy & Anaphylaxis Emergency Care Plan

FOOD ALLERGY & ANAPHYLAXIS EMERGENCY CARE PLAN

Name: ____________________________ D.A.B.: ____________________________

Allergy to: ____________________________

Weight: __________ lbs. Allergic: [ ] Yes (higher risk for a severe reaction) [ ] No

NOTE: Do not depend on antihistamines or inhalers (bronchodilators) to treat a severe reaction. USE EPINEPHRINE.

Extremely reactive to the following allergens:

THEREFORE:
[ ] If checked, give epinephrine immediately if the allergen was LIKELY eaten, for ANY symptoms.
[ ] If checked, give epinephrine immediately if the allergen was DEFINITELY eaten, even if no symptoms are apparent.

FOR ANY OF THE FOLLOWING:

SEVERE SYMPTOMS

1. INJECT EPINEPHRINE IMMEDIATELY.
2. CALL 911. Tell emergency dispatcher the person is having anaphylaxis and may need epinephrine when emergency responders arrive.
   - Consider giving additional medications following epinephrine:
     - Antihistamine
     - Inhaler (bronchodilator) if wheezing
     - Lay the person flat, raise legs and keep warm. If breathing is difficult or they are wheezing, let them sit up or lie on their side.
     - If symptoms do not improve, or symptoms return, more doses of epinephrine can be given every 5 minutes or more after the last dose.
     - Alert emergency contacts.
     - Transport patient to ER, even if symptoms resolve. Patient should remain in ER for at least 4 hours because symptoms may return.

MILD SYMPTOMS

FOR MILD SYMPTOMS FROM MORE THAN ONE SYSTEM AREA, GIVE EPINEPHRINE.

FOR MILD SYMPTOMS FROM A SINGLE SYSTEM AREA, FOLLOW THE DIRECTIONS BELOW:
1. Antihistamines may be given, if ordered by a healthcare provider.
2. Stay with the person; alert emergency contacts
3. Watch closely for changes. If symptoms worsen, give epinephrine.

MEDICATIONS/DOSES

Epinephrine: Brand or Generic: ____________________________
Epinephrine Dose: [ ] 0.15 mg IM [ ] 0.3 mg IM

Antihistamine: Brand or Generic: ____________________________
Antihistamine Dose: ____________________________

Other (e.g., inhaler-bronchodilator if wheezing): ____________________________

FORM PROVIDER GUIDELINE FOR FOOD ALLERGY: EATREAL (FARE), 2017

Revised: September 19, 2017
HOW TO USE Auvi-Q® (EPINEPHRINE INJECTION, USP), KALEO
1. Remove Auvi-Q from the outer case.
2. Pull off red safety guard.
3. Place black end of Auvi-Q against the middle of the outer thigh.
4. Press firmly and hold in place for 5 seconds.
5. Call 911 and get emergency medical help right away.

HOW TO USE EPIPEN® AND EPIPEN JR® (EPINEPHRINE) AUTO-INJECTOR, MYLAN
1. Remove the Epipen® or Epipen Jr® Auto-Injector from the clear carrier tube.
2. Grasp the auto-injector in your fist with the orange tip (needle end) pointing downward.
3. With your other hand, remove the blue safety release by pulling straight up.
4. Swing and push the auto-injector firmly into the middle of the outer thigh until it 'clicks'.
5. Hold firmly in place for 3 seconds (count slowly 1, 2, 3).
6. Remove and massage the injection area for 10 seconds.
7. Call 911 and get emergency medical help right away.

HOW TO USE EPINEPHRINE INJECTION (AUTHORIZED GENERIC OF EPIPEN®), USP AUTO-INJECTOR, MYLAN
1. Remove the epinephrine auto-injector from the clear carrier tube.
2. Grasp the auto-injector in your fist with the orange tip (needle end) pointing downward.
3. With your other hand, remove the blue safety release by pulling straight up.
4. Swing and push the auto-injector firmly into the middle of the outer thigh until it 'clicks'.
5. Hold firmly in place for 3 seconds (count slowly 1, 2, 3).
6. Remove and massage the injection area for 10 seconds.
7. Call 911 and get emergency medical help right away.

HOW TO USE IMPEX EPINEPHRINE INJECTION (AUTHORIZED GENERIC OF ADRENACLICK®), USP AUTO-INJECTOR, IMPAX LABORATORIES
1. Remove epinephrine auto-injector from the protective carrying case.
2. Pull off both blue end caps: you will now see a red tip.
3. Grasp the auto-injector in your fist with the red tip pointing downward.
4. Put the red tip against the middle of the outer thigh at a 90-degree angle, perpendicular to the thigh.
5. Press down hard and hold firmly against the thigh for approximately 10 seconds.
6. Remove and massage the area for 10 seconds.
7. Call 911 and get emergency medical help right away.

ADMINISTRATION AND SAFETY INFORMATION FOR ALL AUTO-INJECTORS:
1. Do not put your thumb, fingers or hand over the tip of the auto-injector or inject into any body part other than mid Outer thigh. If in case of accidental injection, go immediately to the nearest emergency room.
2. If administering to a young child, hold their leg firmly in place before and during injection to prevent injuries.
3. Epinephrine can be injected through clothing if needed.
4. Call 911 immediately after injection.

OTHER DIRECTIONS/INFORMATION (may self-carry epinephrine, may self-administer epinephrine, etc.)

Treat the person before calling emergency contacts. The first sign of a reaction can be mild, but symptoms can worsen quickly.

EMERGENCY CONTACTS — CALL 911

OTHER EMERGENCY CONTACTS

FORM PROVIDED COURTESY OF FOOD ALLERGY RESEARCH & EDUCATION (FARE), FORM (FINAL) 6/29/17

Revised: September 19, 2017
This Emergency Operations Plan describes the procedures that will be used by The Early Childhood Lab to provide for the care and the well-being of the children under our care and our staff. This plan is meant to address extraordinary circumstances that threaten lives and property. The procedures outlined in this plan constitute those temporary measures that will be taken to provide the best available protection for all persons under our care. The plan relies on the organization and procedures that are followed on a day-to-day basis. The intent is not to introduce new ways of doing things during high-stress situations.

Much of the information that is needed to implement a plan like this one should be treated as sensitive. The exact locations of shelters and assembly areas and the routes to be taken during an evacuation may be useful information to potential criminals. For this reason, parts of the plan will not be released to the general public. Important details from the plan are sent home with parents in orientation materials and periodic mailings. The entire plan is available for parents to review in the facility.

The plan itself is organized into three parts: the Basic Emergency Plan, a series of checklists along with supporting documents. The basic emergency plan provides overall concepts and assignment of responsibility. It does not contain great amounts of detail. The detail in the attachments and checklists should be confidential. The information in the checklists is arranged by function, recognizing that the evacuation planned for a HAZMAT spill will work just as well for a winter storm (and probably gets practiced several times each year.)
TABLE OF CONTENTS

BASIC EMERGENCY PLAN - PART I

1. Purpose
2. Situation & Assumptions
3. Concept of Operations
4. Organization & Responsibilities
5. Plan Development, Maintenance & Distribution
6. Concurrence
7. Record of Changes

EMERGENCY CHECKLISTS - PART II

1. Checklist A: Direction & Control Operations
2. Checklist B: Protective Actions
3. Checklist C: Shelter in Place

SUPPORTING DOCUMENTS - PART III

1. Notification phone list
2. Transportation Assets
3. Facility layout & assembly area
4. Excavation plan map to relocation center
5. Communication with parents/guardians
6. Pick-Up Authorization
7. Selection of “closest shelter”
8. Selection of “interior shelter”
9. Emergency re-location posting
10. Emergency kit & supplies
11. Evacuation /Pick up Map
12. TDFPS – Reporting Child Abuse
Early Childhood Lab
Child Care

Emergency Operations Plan

Basic Emergency Plan
Part I
Basic Emergency Plan

1. PURPOSE

* To provide for the protection of children and staff in the event of a natural, technological, or human imposed emergency or disaster.
* To assure coordination and cooperation with municipal and county government and emergency services.

2. SITUATION AND ASSUMPTIONS

* The Early Childhood Research Center is located at 2428 Raguet Street, Nacogdoches, TX. The ECH Lab normally has 83 children and 16 full time staff members. Normal operating hours for the facility are 7:30 am - 5:30 pm. The facility assumes responsibility for the health and safety of the children attending the facility.
* The facility is located in Nacogdoches, Texas, whose emergency management agency will be the primary source of governmental assistance during an emergency.
* Assistance during emergencies will be dispatched through the SFA University Police Department (UPD) - (936) 468-2608 and be coordinated by the SFA Emergency Operation Center who will coordinate with NAC EOC.
* The facility may be subject to the following natural disasters and emergencies:
  - Natural Disasters (e.g. flood, blizzard, etc.)
  - Technological Disaster (e.g. HAZMAT spill, power outage or fire)
  - Security emergencies or disasters (e.g. domestic violence, intruders)

3. CONCEPT OF OPERATIONS

* General:
  - Direction and Control – The facility director or designee will assume responsibility for emergency actions until the arrival of emergency service personnel.
  - The facility director will gather and record information necessary to determine appropriate emergency actions.
  - In an emergency, childcare staff will focus only on emergency management functions. All personnel and resources will be focused on providing for the safety and well-being of children and staff.
  - In the absence of the facility director, the following facility person(s) will take charge:
    - **Primary**: Lori Harkness (Director of ECH Lab)
    - **Secondary**: UPD – University Police Department

* Regular drills on emergency plans, procedures and duties will be conducted to:
• Provide training for staff, including substitutes;
• Orient children on emergency procedures and responsibilities; and
• Develop skills needed for a real emergency.

*Accountability

• Children will be released to an adult(s) designated by the parent;
• In case of an evacuation, attendance will be taken at the assembly area, and upon the arrival at the relocation facility.

4. ORGANIZATION AND RESPONSIBILITIES

*Child-care facility director will:

• Be familiar with emergency plans for the University;
• Ensure Agreements of Assistance are current with relocation facilities;
• Determine a course of action to be taken during an emergency;
• Maintain this plan in a current and usable state;
• Notify parents to tune into designated local media for information during the emergency;
• Ensure that parents are aware of what is happening to their children;
• Keep the staff aware of the status of the emergency;
• Determine the number and types of transportation needed if evacuation or relocation is required;
• Take children's emergency records to the evacuation/relocation site.

*Staff will:

• Review and assist in keeping plans and checklists current;
• Maintain supervision of children until they are released to parents and/or guardians;
• Perform special assignments as specified in the plan checklists – Part II.

*Parents are requested to:

• Be familiar with plans and procedures for ensuring safety of the children;
• Enroll in the SFA Notification System.
• Tune into designated local media for information and instructions during an emergency situation.
• Parents are urged NOT to come to The Early Childhood Lab until it is safe to do so.

5. Procedures for Emergency Response

*Missing Child

• Prompt notification of the police (UPD) should be made once initial search of the facility is made, or attempts to confirm location such as confirmed pick up by family etc.
• Conduct search of all areas of facility and immediate surrounding area.
• Notify police so that a perimeter can be established for search.
• Make all other required notifications.
*Snow and Ice Storms*

- Severe snow and ice storms can result in the shutdown of facilities, closed roads, and damage to power lines and structures.
- Monitor winter storm watch, warnings, blizzard warning or travel advisories.
- Consider pre-storm closing (night before) or early closing depending on conditions. As mandated by the president of the university.
- Arrange for snow and ice removal as well as possible debris removal such as fallen trees and utility lines.
- Check status of battery powered radios, flashlights, and back-up lighting, power, and heat.

*Flooding*

- Flooding may result from heavy precipitation and build over several days or occur rapidly in the form of flash floods.
- Monitor announcements of Flood Watch or Warnings
- Inspect facility for area prone to flooding, and what records or other equipment can be moved higher in facility. This includes utilities such as heat, etc.
- Close or evacuate facility if needed. Heed evacuation order from public safety officials.

*Utility Disruption (water, heat, electricity, other)*

- Utilities may be disrupted during a storm or a more localized incident. Facility operators must be able to meet regulations and requirements for water use, heat and power to remain open in such circumstances.
- General information:
  - Maintain an up to date listing of utility telephone contacts to report disruption and schedule repair or restoration. See Emergency Notification Section of this plan.
  - Identify alternative back-up sources such as bottled water distributors, portable electric generators, etc.
  - Identify facilities that would permit short term and longer term relocation of operations until utilities are restored. Document with a letter of agreement.

*Power Outage*

The following should be considered when assessing continued operations during a loss or disruption of electrical power:

- Report loss of electrical power immediately.
- Check circuit breakers or fuses at service panel.
- Safe movement of staff and children to areas with natural light or emergency lighting.
- Impact on special needs students such as signaling devices and other equipment.
- Refrigeration of food materials and ability to prepare meals.
- Operation of security smoke/fire detectors, sprinklers, ventilation, and telephone systems.
- Impact on overall learning environment.
- Safety and comfort of the students and staff.
- Ensure that if an emergency generator is used that it is operated safely and that exhaust products are properly vented.
*Bomb Threat*

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the [Bomb Threat Checklist](#).

**If a bomb threat is received by phone:**
- Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.
- If possible, write a note to a colleague to call the University Police Department.
- If your phone has a display, copy the number and/or letters displayed.
- Using the Bomb Threat Checklist, write as many details as you can. Try to get exact words.
- Immediately upon termination of the call, do not hang up, but from a different phone, contact UPD with information and await instructions.

**If a bomb threat is received by handwritten note:**
- Call 911 from a campus phone or, from a cell phone or off-campus phone, call (936) 468-2608.
- Handle note as little as possible.

**If a bomb threat is received by e-mail:**
- Call 911 from a campus phone or, from a cell phone or off-campus phone, call (936) 468-2608.
- Do not delete the message.

**Signs of a suspicious package:**
- No return address • Poor handwriting
- Stains • Misspelled words
- Incorrect titles • Strange odor/sounds
- Foreign postage • Restrictive notes
- Excessive postage • Unexpected delivery
- Do not use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Do not evacuate the building until police arrive and evaluate the threat.
- Do not activate the fire alarm.
- Do not touch or move a suspicious package
**BOMB THREAT CALL PROCEDURES**

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the Bomb Threat Checklist.

**If a bomb threat is received by phone:**
1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the University Police Department.
5. If your phone has a display, copy the number and/or letters displayed.
6. Using the Bomb Threat Checklist, write as many details as you can. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact UPD with information and await instructions.

**If a bomb threat is received by handwritten note:**
- Call 911 from a campus phone or, from a cell phone or off-campus phone, call (936) 468-2608.
- Handle note as little as possible.

**If a bomb threat is received by e-mail:**
- Call 911 from a campus phone or, from a cell phone or off-campus phone, call (936) 468-2608.
- Do not delete the message.

**Signs of a suspicious package:**
- No return address
- Stains
- Incorrect titles
- Foreign postage
- Excessive postage
- Poor handwriting
- Misspelled words
- Strange odor/sounds
- Restrictive notes
- Unexpected delivery
- Do not use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Do not evacuate the building until police arrive and evaluate the threat.
- Do not activate the fire alarm.
- Do not touch or move a suspicious package.

**EMERGENCY CONTACT**
- From a campus phone, call 911.
- From a cell phone or off-campus phone, call (936) 468-2608.

---

**BOMB THREAT CHECKLIST**

Date ________________  Time _____________

Time caller hung up __________________________

Phone number where call received __________________________

**ASK CALLER**

Where is the bomb located?
(Building, floor, room, etc.) __________________________

When will it go off? __________________________

What does it look like? __________________________

What kind of bomb is it? __________________________

What will make it explode? __________________________

Did you place the bomb? Yes  No __________________________

Why? __________________________

What is your name? __________________________

**EXACT WORDS OF THREAT**

______________________________

______________________________

______________________________

______________________________

**INFORMATION ABOUT CALLER**

Where is the caller located? (Background and level of noise) __________________________

Estimated age of caller __________________________

Is voice familiar? If so, who does it sound like? __________________________

Other points __________________________

**Carrier’s Voice**

- Female
- Male
- Accent
- Angry
- Calm
- Clearing throat
- Coughing
- Cracking voice
- Crying
- Deep
- Deep breathing
- Disguised
- Distinct
- Excited
- Laughter
- Lisp
- Loiter
- Nasal
- Normal
- Ragged
- Rapid
- Raspy
- Slow
- Stuttered
- Soft
- Stutter

**Background Sounds**

- Animal noises
- House noises
- Kitchen noises
- Street noises
- Room
- PA system
- Conversation
- Music
- Motor
- Clear
- Static
- Office machinery
- Factory machinery
- Local
- Long distance

**Threat Language**

- Incoherent
- Message read
- Taped
- Irrational
- Profane
- Well-spoken

______________________________

______________________________

______________________________
Early Childhood Lab
Child Care

Emergency Operations Plan

Checklists
Part II
CHECKLIST A  
Direction & Control Operations

<table>
<thead>
<tr>
<th>The direction and control activities outlined in this annex apply to all emergency situations</th>
<th>Completed or N/A</th>
</tr>
</thead>
</table>

### Building Intruder/Suspicious Activity

- Alarm given to lock all doors & shelter children at facility.
- Call University Police Department (UPD) – 911 campus phone or 936-468-2608 on non-campus phone.
- Building searched by police to find intruder.
- Parents registered in SFA notification system. System will notify parents.

### Considerations for Protective Action Decision

*Evacuation may not be the best decision. Sudden occurrences (explosions, tornadoes, etc.), violent storms/weather conditions, hazardous materials events and an armed intruder or suspicious person outside may make sheltering the best choice.*

- Information gathered from sources in the facility about the emergency.
- Information gathered from University Police Department (UPD) about the emergency.
- Re-verify phone call with University Police Department (UPD) – 911 campus phone or 936-468-2608 on non-campus phone.
- Consider: Is there time to evacuate?
- Consider: Is it safe outside?
- Consider: Is there time to send the children home?
- Consider: Are the children's homes in a danger area?
- Consider: Can the children & staff be safe inside the building?
- Consider: How long will this incident last?
- Consider: Is it safe for parents to come pick up children?
- Identify homes that are not safe areas for children.
- Parent notification through SFA notification system.

### Modified Activities

- Cancel all out of the building activities.
- Determine the extent of cancellations and schedule modifications.
- Make provisions necessary for smooth and safe transition.
**CHECKLIST B**

**Protective Actions**

<table>
<thead>
<tr>
<th>Procedures to accomplish one of four pre-planned protective actions; immediate shelter, immediate evacuation, shelter in place or evacuation to relocation facility</th>
<th>Completed or N/A</th>
</tr>
</thead>
</table>

### Immediate Shelter

- Verbal alert from office.
- Doors to closets and utility spaces designated as shelters unlocked.
- Staff will move their children to the closest shelter areas.
- Outside air, intakes for HVAC closed (if situation warrants).
- Utilities turned off to avoid fire/explosion (if situation warrants).
- Close windows, blinds, drapes & doors to block debris from becoming missiles.
- Notify University Police Department (UPD) - 911 campus phone or 936-468-2608 on non-campus phone.
- Staff takes attendance as soon as possible (avoiding immediate hazards).
- Staff maintains control of the children in his/her group until instructed to move to another location.
- Emergency services arrive on-site and briefed about situation.
- Search of building revealed no hazards.
- "All-Safe" signal. Verbal confirmation from office or authorized University Official.

### Immediate Evacuation

- Alarm sounded by safety personnel.
- Notify University Police Department (UPD) - 911 campus phone or 936-468-2608 on non-campus phone.
- Ensure that the pre-designated assembly areas are safe (secondary location Grace Bible Church).
- Staff lead children in an orderly fashion out of the building to the designated assembly area.
- Staff take attendance as soon as the children arrive in the assembly area.
- Staff maintains control of their group until instructed to return to classroom or to another location.
- Building searched by Safety Personnel to ensure that everyone is out.
- Emergency services arrived on-site and were briefed.
- Search of building revealed no hazards.
- "All-Safe" signal. Verbal confirmation from office or authorized University Official.
- Emergency services briefed regarding final status of situation.
### CHECKLIST C
**Shelter in Place**

<table>
<thead>
<tr>
<th>Completed or N/A</th>
<th>Shelter in Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ensure that designated shelter areas are ready to receive and shelter children and staff.</td>
</tr>
<tr>
<td></td>
<td>Take attendance to establish accountability for all children and staff.</td>
</tr>
<tr>
<td></td>
<td>Remain in place and await further instructions from designated staff person.</td>
</tr>
<tr>
<td></td>
<td>Notify SFA University Police Department (UPD) – 911 campus phone or 936-468-2608 on non-campus phone.</td>
</tr>
<tr>
<td></td>
<td>Staff move their group to the pre-designated shelter areas.</td>
</tr>
<tr>
<td></td>
<td>Staff maintains control of their group until instructed to move to another location.</td>
</tr>
<tr>
<td></td>
<td>Close windows, blinds, drapes &amp; doors to impede debris from becoming missiles.</td>
</tr>
<tr>
<td></td>
<td>Close air intakes for HVAC (if needed).</td>
</tr>
<tr>
<td></td>
<td>Reduce all other sources of external air.</td>
</tr>
<tr>
<td></td>
<td>Staff will take attendance as soon as they arrive in the shelter area.</td>
</tr>
<tr>
<td></td>
<td>Time permitting, place food and beverages in closed containers.</td>
</tr>
<tr>
<td></td>
<td>Emergency services arrive on-site and briefed.</td>
</tr>
<tr>
<td></td>
<td>Search of building revealed no hazards.</td>
</tr>
<tr>
<td></td>
<td>&quot;All-Safe&quot; signal will be verbal from office or authorized University Official.</td>
</tr>
</tbody>
</table>

### Evacuation to a Relocation Facility

- Notify University Police Department (UPD) - 911 campus phone or 936-468-2608 on non-campus phone.
- Relocation Facility Grace Bible Church, 2211 Raguet - will be notified.
- Take attendance for accountability.
- Post "Notice of Relocation" will be posted on all outside doors.
- Children arrive at Relocation Facility & move to areas designated for their use.
- Staff will retain supervision and accountability for all children.
- Attendance taken and numbers reported to designated staff person.
- Parents notified of the relocation of children.
Emergency Action Plan for “Shelter In Place”

Shelter-in-place means that in certain situations it may be necessary to hold students and staff indoors. This concept is known as shelter-in-place, which can be used in weather-related emergencies; chemical, biological, radiological, or other situations that pose a hazard to the children and staff in the center.

The nature and duration of the shelter-in-place will be determined by the emergency situation or at the direction of SFA safety officials in conjunction with the director of the ECHL or designee.

1. Bring all students and staff who are involved in outdoor activities into the main building.
2. Initially, keep all students and staff in re-locatable classrooms in place until safety officials and the director of the ECHL advise the best course of action, such as moving inside the main building or evacuating to a safer location.
3. Ensure all exterior doors are locked and secured and in lock down mode.
4. To reduce the risk of potential exposure to students, staff, and visitors, administration must ensure that no one leaves or enters the building unless directed otherwise by safety officials or the director of the ECHL.
5. Take steps to shut down the HVAC systems if instructed to do so.
6. To ensure students and staff are accounted for, hold students in their current location when it is safe to do so.
7. Parent reunification plans are in place.
8. Student’s emergency information (notebooks) is up-to-date to include any additional adults who are authorized to pick up students on behalf of parents/guardians.
9. Each classroom has an Emergency Bag that will contain emergency supplies, an emergency plan, and their classrooms Emergency Information Notebook. (This contains all parent contact information).
Early Childhood Lab
Child Care

Emergency Operations Plan

Supporting Documents
Part III
Early Childhood Lab  
Staff Notification Phone List  
Current List June 2017

Facility Director  
Lori Harkness  (936) 468-4006  (936) 468-2484

Facility Staff Roster

<table>
<thead>
<tr>
<th>Name</th>
<th>EXT</th>
<th>Room #</th>
<th>Home phone</th>
<th>Cell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harkness, Lori</td>
<td>2484</td>
<td>101C</td>
<td>936-560-5674</td>
<td>936-615-2805</td>
</tr>
<tr>
<td>Brown, Maggie</td>
<td>5316</td>
<td>101</td>
<td></td>
<td>936-552-6033</td>
</tr>
<tr>
<td>Vaughan, Deedra</td>
<td>4006</td>
<td>101</td>
<td>936-715-5903</td>
<td></td>
</tr>
<tr>
<td>Morris, Susan</td>
<td>4006</td>
<td>101</td>
<td>504-248-0324</td>
<td></td>
</tr>
<tr>
<td>Freeland, Sharon</td>
<td>4006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gatwood, Rebecca</td>
<td>2414</td>
<td>104</td>
<td></td>
<td>936-615-7380</td>
</tr>
<tr>
<td>Wall, Tammy</td>
<td>2414</td>
<td>104</td>
<td>936-559-9565</td>
<td>936-556-4043</td>
</tr>
<tr>
<td>Williams, Louann</td>
<td>2352</td>
<td>106</td>
<td>936-569-1993</td>
<td>936-615-2789</td>
</tr>
<tr>
<td>Watkins, Ginny</td>
<td>2352</td>
<td>106</td>
<td></td>
<td>936-615-6246</td>
</tr>
<tr>
<td>Jones, Joanna</td>
<td>2292</td>
<td>107</td>
<td></td>
<td>936-553-9915</td>
</tr>
<tr>
<td>Henderson, Megan</td>
<td>2292</td>
<td>107</td>
<td></td>
<td>832-722-4494</td>
</tr>
<tr>
<td>Farris, Karen</td>
<td>3888</td>
<td>111</td>
<td>936-254-9204</td>
<td>936-254-4093</td>
</tr>
<tr>
<td>Reed, Alison</td>
<td>3888</td>
<td>111</td>
<td>936-554-2123</td>
<td></td>
</tr>
<tr>
<td>Tacquard, Emily</td>
<td>2461</td>
<td>112</td>
<td>713-504-2643</td>
<td></td>
</tr>
<tr>
<td>Monk, Falynn</td>
<td>2461</td>
<td>112</td>
<td>713-501-4545</td>
<td></td>
</tr>
<tr>
<td>Crim, Jane</td>
<td>2181</td>
<td>128A</td>
<td>936-854-2121</td>
<td>936-465-1574</td>
</tr>
<tr>
<td>Hall, Julie</td>
<td>2181</td>
<td>128A</td>
<td>936-559-1480</td>
<td>936-553-4879</td>
</tr>
</tbody>
</table>

Emergency Services
Evacuation Plan Map

Drawing of Evacuation Route from SFA Early Childhood Research Center
to Grace Bible Church (located on the corner of Hayter Street & Raguet – See Page 69.)

Stephen F. Austin State University
Early Childhood Research Center
2428 Raguet
Nacogdoches, TX 75961-5024
(936) 468-4006

Children will be walked from ECRC to the location
directly across Raguet Street to Grace Bible Church.

Grace Bible Church
2211 Raguet Street
Nacogdoches, TX 75965-3553

Nacogdoches County Expo Center
3805 NW Stallings Dr.
In the event that Grace Bible Church is unsafe or unavailable, children may be bussed to the Nacogdoches County Expo Center.
Early Childhood Research Center (ECRC)
Evacuation Plan

Infant Class – Room 104

Fire drill procedures:
All staff members in the Infant class and volunteers will assist in helping infants outside the classroom.

When alarm sounds or Teacher/Director designates:  
Staff members will place all children in the evacuation crib or carry them through the backdoor to the far, South side of the playground.

Alternate route:  
Go out the front door of the classroom to the main hallway, go North to the main entrance area and exit to the front of the building.

After all persons are evacuated from the building and safety is established, Infant staff and volunteers will bring children back to the classroom.

Severe Weather Drill procedures:  
The following procedures should be followed for drill exercises or in the event of a severe weather alert/warning where all children and adults must take cover inside the ECRC in a central location of the building.

When alarm/siren sounds or when the Teacher/Director designates:  All Infant staff members and volunteers will assist in placing children in the evacuation crib and into the Infant/Teacher office, or area designated by the Safety Officer.

All persons will remain in this area until the drill is completed or when the safety is established in the event of an actual emergency. The Director or Safety Official will notify the staff when it is time to return to the classroom.
Early Childhood Research Center (ECRC)
Evacuation Plan

Toddler I Class – Room 106

Fire Drill procedures:
All staff members in the Toddler 1 class and volunteers will assist in helping the children outside the classroom.

When alarm sounds or Teacher/Director designates:
Staff members will escort all children through the backdoor to the far, South side of the playground.

Alternate route:
Go out the front door of the classroom to the main hallway, go North to the main entrance area and exit to the front of the building.

After all persons are evacuated from the building and safety is established, Toddler 1 staff and volunteers will bring children back to the classroom.

Severe Weather Drill procedures:
The following procedures should be followed for drill exercises or in the event of severe weather alert/warning where all children and adults must take cover inside the ECRC in a central location of the building.

When alarm/siren sounds or when the Teacher/Director designates: All Toddler 1 staff members and volunteers will assist in escorting children out of the classroom and into the observation booth designated for that class. The children will be instructed to crouch against the wall under the counter top in the booth. Adults will move the stools into the hallway or lay them down in the booth. Carts will be rolled into the hallway.

All persons will remain in this area until the drill is completed or when the Safety is established in the event of an actual emergency. The Director or Safety Official will notify the staff when it is time to return to the classroom.
Early Childhood Research Center (ECRC)
Evacuation Plan

Toddler II Class – Room 107

Fire Drill procedures:
All staff members in the Toddler II class and volunteers will assist in helping the children outside the classroom.

When alarm sounds or Teacher/Director designates:
Staff members will escort all children through the backdoor to the far, South side of the playground.

Alternate route:
Go out the front door of the classroom to the main hallway, go North to the main entrance area and exit to the front of the building.

After all persons are evacuated from the building and safety is established, Toddler II staff and volunteers will bring children back to the classroom.

Severe Weather Drill procedures:
The following procedures should be followed for drill exercises or in the event of severe weather alert/warning where all children and adults must take cover inside the ECRC in a central location of the building.

When alarm/siren sounds or when the Teacher/Director designates: All Toddler II staff members and volunteers will assist in escorting children out of the classroom and into the Men’s Restroom, which has been designated for that class. The children will be instructed to crouch against the bathroom walls covering their heads. Adults will move the trash receptacle from the bathroom into the hallway.

All persons will remain in this area until the drill is completed or when the Safety is established in the event of an actual emergency. The Director or Safety Official will notify the staff when it is time to return to the classroom.
Fire Drill procedures:
All staff members in the Pre-K I class and volunteers will assist in helping the children outside the classroom.

When alarm sounds or Teacher/Director designates:
Staff members will escort all children through the backdoor to the far, East side of the playground.

Alternate route:
Go out the front door of the classroom to the main hallway, go West to the main entrance area and exit to the front of the building.

After all persons are evacuated from the building and safety is established, Pre-K 1 staff and volunteers will bring children back to the classroom.

Severe Weather Drill procedures:
The following procedures should be followed for drill exercises or in the event of severe weather alert/warning where all children and adults must take cover inside the ECRC in a central location of the building.

When alarm/siren sounds or when the Teacher/Director designates: All Pre-K 1 staff members and volunteers will assist in escorting children out of the classroom and into the Women’s Restroom, which has been designated for that class. The children will be instructed to crouch against the bathroom walls covering their heads. Adults will move the trash receptacle from the bathroom into the hallway.

All persons will remain in this area until the drill is completed or when the Safety is established in the event of an actual emergency. The Director or Safety Official will notify the staff when it is time to return to the classroom.
Early Childhood Research Center (ECRC)  
Evacuation Plan

Pre-K II Class – Room 112

Fire Drill procedures:
All staff members in the Pre-K II class and volunteers will assist in helping the children outside the classroom.

When alarm sounds or Teacher/Director designates:
Staff members will escort all children through the backdoor to the far, East side of the playground.

Alternate route:
Go out the front door of the classroom to the main hallway, go West to the main entrance area and exit to the front of the building.

After all persons are evacuated from the building and safety is established, Pre-K II staff and volunteers will bring children back to the classroom.

Severe Weather Drill procedures:
The following procedures should be followed for drill exercises or in the event of severe weather alert/warning where all children and adults must take cover inside the ECRC in a central location of the building.

When alarm/siren sounds or when the Teacher/Director designates:  All Pre-K II staff members and volunteers will assist in escorting children out of the classroom and into the observation booth designated for that class. The children will be instructed to crouch against the wall under the counter top in the booth. Adults will move the stools into the hallway or lay them down in the booth. Carts will be rolled into the hallway.

All persons will remain in this area until the drill is completed or when the Safety is established in the event of an actual emergency. The Director or Safety Official will notify the staff when it is time to return to the classroom.
Evacuation Plan

ASC Class – Room 113

Fire Drill procedures:
All staff members in the ASC class and volunteers will assist in helping the children outside the classroom.

When alarm sounds or Teacher/Director designates:
Staff members will escort all children through the backdoor to the far, East side of the playground.

Alternate route:
Go out the front door of the classroom to the main hallway, go West to the main entrance area and exit to the front of the building.

After all persons are evacuated from the building and safety is established, ASC staff and volunteers will bring children back to the classroom.

Severe Weather Drill procedures:
The following procedures should be followed for drill exercises or in the event of severe weather alert/warning where all children and adults must take cover inside the ECRC in a central location of the building.

When alarm/siren sounds or when the Teacher/Director designates: All ASC staff members and volunteers will assist in escorting children out of the classroom and into the observation booth designated for that class. The children will be instructed to crouch against the wall under the counter top in the booth. Adults will move the stools into the hallway or lay them down in the booth. Carts will be rolled into the hallway.

All persons will remain in this area until the drill is completed or when the Safety is established in the event of an actual emergency. The Director or Safety Official will notify the staff when it is time to return to the classroom.
Early Childhood Research Center (ECRC)
Evacuation Plan

Motor Room(s) – Room 102 & Circle

Fire Drill procedures:
All staff members and volunteers will assist in helping all the children outside
the motor room area.

When alarm sounds or Teacher/Director designates:
Staff members will escort all children through the door to the far, South exit.

Alternate route:
Go out the front door of the motor area(s) to the main hallway, go North to
the main entrance area and exit to the front of the building.

After all persons are evacuated from the building and safety is established,
staff and volunteers will bring children back to the classroom.

Severe Weather Drill procedures:
The following procedures should be followed for drill exercises or in the event
of severe weather alert/warning where all children and adults must take
cover inside the ECRC in a central location of the building.

When alarm/siren sounds or when the Teacher/Director designates: All staff
members and volunteers will assist in escorting children out of the classroom
and into the observation booth designated for that class. The children will be
instructed to crouch against the wall under the counter top in the booth.
Adults will move the stools into the hallway or lay them down in the booth.
Carts will be rolled into the hallway.

All persons will remain in this area until the drill is completed or when the
Safety is established in the event of an actual emergency. The Director or
Safety Official will notify the staff when it is time to return to the classroom.
Communications with Parents/Guardians

Parents and guardians need to be informed of provisions in the Emergency Operations Plan. This letter will provide the information that they need. A copy of this letter should be given to parents of newly enrolled children, and at least once per year to all parents.

To the Parents of the Early Childhood Lab children:

This letter is to assure you of our concern for the safety and welfare of children attending Early Childhood Research Center. Our Emergency Operations Plan provides for response to all many different emergencies. Depending on the circumstance of the emergency, we will use one of the following protective actions:

- **Immediate evacuation** – students are evacuated to a safe area on the grounds of the facility in the event of a fire, etc.
- **In-place sheltering** – sudden occurrences, weather or hazardous materials related, may indicate that taking cover inside the building is the best immediate response.
- **Evacuation** – total evacuation of the facility may become necessary if there is a danger in the area. In this case, children will be taken to Relocation Facility at Grace Bible Church, located at 2211 Raguet Street (located directly across from the Early Childhood Research Center).
- **Modified Operation** – may include cancellation/postponement or rescheduling of normal activities. These actions are normally taken in case of a winter storm or building problems that make it unsafe for students (such as utility disruptions) but may be necessary in a variety of situations.

Please listen to SFA notification system for announcements relating to any of the emergency actions listed above. For a campus emergency, we direct parents to the SFA website for updated information. [www.sfasu.edu](http://www.sfasu.edu)

We ask that you not call during the emergency. This will keep the main line telephone free to make emergency calls and relay information.

The facility director may provide an alternate phone number (i.e. cell phone number, etc.) to call in an emergency event.

The form designating persons to pick up your child is included with this letter for you to complete and have returned to the day care center no later than one week from receiving this form. This form will be used every time your child is released. Please ensure that only those persons you list on the form attempt to pick up your child.

I specifically urge you not to attempt to make different arrangements during an emergency. This will only create additional confusion and divert staff from their assigned emergency duties. In order to assure the safety of your children and staff, I ask your understanding and cooperation. Should you have
additional questions regarding our emergency operating procedures, contact Lori Harkness at lharkness@sfasu.edu

Sincerely,
Lori Harkness, ECHL Facilitator

Selection of “Closest Shelter”

If it is unsafe for the occupants of the facility to go outside, provisions should be made to provide “protected spaces” inside.

Depending on time available, staff should move their groups of children to the "closest shelter" inside the facility.

These spaces should:

- Be in the interior of the building, away from glass that may shatter.
- Not be in rooms with large ceiling spans (like gymnasiums or auditoriums) that may fall if subjected to shaking from an earthquake or tornado.
- Have furniture and wall hangings secured so that they will not fall onto occupants.

Suggestions are:

- Interior halls,
- Storage rooms,
- Restrooms, closets or other small areas,
- If hallways are not suitable, use the inside wall of a room.

All students and staff sit facing the wall, protecting their head and face with their arms against the wall.
Selection of “Interior Shelter”

If it is unsafe for the occupants of the facility to go outside, and there is time to move to the best available shelter, provisions should be made to provide “protected spaces” inside the facility.

These spaces should:

• Be in the interior of the building, away from glass that may shatter.
• Not be in rooms with large ceiling spans (like gymnasiums or auditoriums) that may fall if subjected to shaking from an earthquake or tornado.
• Have furniture and wall hangings secured so that they will not fall onto occupants.

Suggestions on where to find these “protected spaces” are:

• In multi-story facilities.
  • Use identified shelters,
  • Use first floor,
  • Use storage rooms in the classrooms,
  • Use rest rooms or other enclosed small areas away from large glassed-in areas or large open rooms.
SFA
Early Childhood Lab

Children & staff have re-located to:

Grace Bible Church
2211 Raguet Street
(936) 564-8867
EMERGENCY KITS & SUPPLIES

This list contains the **minimum** items you should have in your center in case of an emergency.

**Center Emergency Kit**

*(Kit should be packed in a backpack or other container that is mobile in the event of an evacuation and be located in a central and easily accessible location.)*

*Copies of all contact lists*
  - For families **and** staff, include the name, phone number, and e-mail as well as information for someone preferably out-of-state, at least out of the immediate area
  - Phone numbers and email for Sponsor Liaison and/or Immediate Supervisor

*Flashlights – long life, emergency flashlights with extra batteries (batteries stored separately to avoid rusting)*

*Battery operated radio with extra batteries - AM/FM weather band/TV*

*Manual can-opener*
*First Aid Kit (add gloves and Kleenex to kit)*
*Notepad and pens/pencils, scissors*
*Hand-Sanitizer and cleansing agent/disinfectant*
*Whistle*
*Disposable Cups*
*Wet Wipes*
*Trash Bags*

**In the Center in General**

- Individual cell phone
- One gallon of water for every four children and staff
- Disposable cups
- Non-perishable food items like soft granola bars, cereal, cheese and crackers, cans of fruit, and special infant items, etc. – should be nut-free in case of allergies
- Extra supplies of critical medication such as insulin, epi-pens, etc. for children and staff

**Each Child Should Have:**

- A change of seasonally appropriate clothing
- A blanket
- Extra diapers (one-day supply as space allows)
- Extra formula (one-day supply as space allows)

Location of Emergency Kits: ____________________________

Locations of Additional Emergency Supplies: ____________________________

Location of Cell Phone: ____________________________
Child’s Name: ____________________________________________

CHILD PICK-UP AUTHORIZATION

I, __________________________________, authorize SFA Early Childhood Lab to release my child(ren) to the person(s) designated. This is in consonance with the SFA Early Childhood Lab Emergency Operations Plan.

Student’s Designated Custodian(s) ____________________________________________
Name & Relationship ________________________________________________________
Government Issued ID and Number __________________________________________

Parent/Guardian Signature ___________________ Relationship ____________ Date__________

____________________________________________________________________________
Print Name                                                                                                                                                  

____________________________________________________________________________
Address                                                                                                                                                      

City, State, Zip Code

(Home Phone)_____________________              (Work)_______________

(Cell)____________________________

NOTE:

Parents and guardians should designate themselves as designated custodians. Friends, neighbors and other relatives may also be designated.

PLEASE PRINT CLEARLY
Charter School students will be picked up on the Blount Street beside Grace Bible Church. Pick up for ECHL student will be on Hayter Street beside Grace Bible Church. Charter students with siblings in the ECHL will be picked up on Hayter St. with the ECHL sibling. All vehicular traffic on Raguet St will be redirected to Lloyd Street on the north side and Wettermark Street on the south side to travel to Pecan Street and then turn on the appropriate street for pick-up. Charter vehicles will turn left onto Raguet to exit, and ECHL vehicles will turn right to exit. No Vehicular Traffic will be allowed between Blount and Wettermark Streets for safety of children and to expedite the exit of all vehicles. Charter and ECHL staff at each pick-up point will call the names of students as the parent/guardian arrives in line so that the children can remain inside the building until their time to leave. In the event of a campus wide evacuation, all traffic at the E. College and Raguet Streets intersection will be directed westbound to North Street.
SFASU Campus Safety Information
http://www.sfasu.edu/campussafety/

Most Recent Annual Security & Fire Safety Report
The most recent Annual Security and Fire Safety Report was released on October 1, 2016 in compliance with federal law and contains data from the 2015 reporting year. The 2016 report will be released on or before Oct. 1, 2017.

Active Shooter! RUN - HIDE - FIGHT
Watch the "Run, Hide, Fight. - Surviving an Active Shooter Event" training video. (1)

RUN

- When an active shooter is in your building or vicinity, attempt to evacuate if there is an escape path.
- Evacuate whether others agree to or not.
- Leave your belongings behind.
- Help others escape if possible.
- Prevent others from entering the area.
- Call 911 when you are safe.

HIDE
If evacuation is not possible, find a place to hide.
Your hiding place should:

- Be out of the shooter's view.
- Provide protection if shots are fired in your direction.
- Not trap or restrict your options for movement.

FIGHT

- As a last resort, and only if your life is in danger, attempt to incapacitate the shooter.
- Improvise weapons (i.e. books, chairs, fire extinguishers, backpacks).
- Act with physical aggression.
- Commit to your actions.

When first responders arrive:

- Remain as calm as possible and follow instructions.
- Keep your hands visible at all times.
- Avoid pointing or yelling.
- Know that help for any that may have been injured is on its way.
WHEN YOU HEAR THESE INSTRUCTIONS...

LOCK-DOWN

Put something between you and the danger

WHEN: Issued if there is an emergency or violence on campus.
HOW: JackAlert. Outdoor sirens also may activate using the "active danger" tone.
ACTIONS: 1. Lock or barricade doors, turn out lights, remain quiet.
2. Warn others, if possible.
3. Fight to defend yourself as a last resort.
4. Wait for official notice before resuming activities.
Prepare for active shooter response by watching the "Run, Hide, Fight. - Surviving an Active Shooter Event" training video. (1)

SEEK SHELTER

Find a safe place inside a building

WHEN: Issued if severe/dangerous weather, environmental hazard or other hazardous situation is imminent.

HOW: JackAlert. Outdoor sirens also may activate using the "dangerous weather" tone.
ACTIONS: 1. Seek shelter inside interior rooms or hallways away from glass.
2. Wait for official notice before resuming activities.
EVACUATE

Leave the building immediately

WHEN: Issued if there is danger inside or near the building.

HOW: JackAlert and/or the fire alarm system in the building.

ACTIONS: 1. Leave the building; assist the disabled.
2. Take valuables and cellphone with you.
3. Proceed to outside pre-designated assembly area.
4. Wait for official notice before re-entering.

Concealed Carry on Campus

S.B. 11 (Campus Carry Law) goes into effect August 1, 2016. Visit the Concealed Carry on Campus website to learn more, see frequently asked questions, and review the changes in law.

Lumberjack Guardian App

The Department of Public Safety continues to offer the Lumberjack Guardian smart phone app to all current students, faculty, and staff. To learn more about Lumberjack Guardian and how to download it, click here.

Helpful Documents

Bomb Threat Procedure and Checklist

File size: 148.47 KB
Updated: Thursday, September 20, 2012

Annual Crime Statistics

Crime statistics are compiled and posted at the same time they are submitted to the U.S. Department of Education, usually in October for the preceding year.

Annual Security and Fire Safety Report

Updated each October with data from the preceding year, this report provides a variety of information relative to campus safety and safety protocols and is posted when the data it contains is submitted to the U.S. Department of Education.

Dealing with Troubled or Troubling Students: A Guide for Faculty and Staff

Information to assist faculty and staff identify students who may be in distress along with information regarding resources available to assist these students.

Counseling Referral Guide for Faculty

A guide to assist faculty members in identifying signs of concern and effectively referring students for counseling services.
Sexual Harassment Complaint Information
Information that defines sexual harassment and outlines the process for complaints.

Armed Subjects Protocol
Information to offer suggestions on dealing with an individual that may be armed and hostile.
File size: 232.81 KB
Updated: Friday, May 11, 2012

Disruptive Individuals Protocol
Information to help deal with an individual that has become disruptive.
File size: 434.62 KB
Updated: Friday, May 11, 2012

Emergency Operations Plan
This is a link to the university's emergency operations plan.
File size: 219.26 KB
Updated: Friday, May 11, 2012

Emergency Alerts
In the event of an emergency, there are two primary ways that an alert will be issued:

- **JackAlert**
- **Outdoor Sirens**

JackAlert
When the JackAlert system is activated, alerts are issued in three different ways:

1. **Website**
   A bright yellow banner is splashed across the top of every webpage hosted on the SFA website announcing the alert. You can click on this banner to access information related to the alert. The alert page is updated as often as new information is available.
   This system is tested during the first week of each month.

2. **Text and Phone**
   Alert calls and text messages are sent to every device registered on the JackAlert system. To receive these alerts **YOU MUST REGISTER YOUR DEVICES.**
   To register, Log onto mySFA and click on the red "Register to Get Campus Alerts" button to get started.
   Land-line phones and e-mail addresses different from your campus e-mail address may be registered in addition to your mobile devices.

3. **E-Mail**
   E-mail notices are sent to the SFA e-mail address of every student and employee.
Outdoor Sirens

The Outdoor Siren system is designed to alert the campus to an imminent threat.

Sirens are located on the roof of the Ralph W. Steen Library. While the sirens may be heard inside some buildings on campus, the system is only designed to provide an audible alert outdoors.

When will the sirens be sounded?

Sirens will be sounded when there is an imminent threat to the campus. This may include:

- A "severe weather" situation (such as a tornado on a direct path toward the campus).
- An "active danger" situation (defined as an imminent threat other than weather, such as an active shooter on campus).

What do the alert tones sound like?

To listen to a sample of what you will hear when the outdoor sirens are activated, make sure that sound is enabled on your computer, then click:

- Weather alert tone
- Active danger alert tone

What do I do when the weather alert tone sounds?

If you hear the severe weather alert tone:

- Immediately seek shelter inside the nearest building.
- Move to the interior of the building on the lowest floor away from exterior windows and doors.
- Remain there until you receive an all-clear communication.

What do I do when the active danger alert tone sounds?

If you hear the active danger alert tone:

Situations of this type are unique and develop quickly. It is impossible to prescribe a course of action appropriate for every potential incident.

- Immediately heighten your awareness of your surroundings and use common sense.
- If it is obvious that the situation is occurring outdoors, immediately seek shelter inside the nearest building.
- If the location of the developing situation is obviously indoors and you can leave campus without endangering yourself, do so immediately.
- When indoors, secure yourself behind a locked door, if possible, in the interior of the building away from exterior windows and doors.
- Remain there until you receive an all-clear communication.
- Updates will be posted on the SFA website as soon as possible.
Monthly Testing

The siren system will be tested on the first Wednesday of each month at approximately 11:55 a.m. A notice of the test will be issued using the JackAlert system to both notify the campus of the pending test and to test the JackAlert system.

Both the weather alert and active danger alert tones will be sounded during the test. These alert tones will be preceded by a spoken message announcing that a test of the system is about to occur.

Should threatening weather be near the campus at that time, campus safety officials may choose to cancel the test to avoid any possible confusion regarding weather conditions.

If you hear the monthly system test notice and test tones pay attention to the tones so you can recognize them better in case of an actual emergency situation - no other action is necessary

Questions?

If you have questions regarding the JackAlert system or the outdoor siren system, please contact University Police at 468-2608 or at updemail@sfasu.edu.

Timely Warning Procedure

The Stephen F. Austin State University Police Department (UPD) is the department within the University that is responsible for issuing timely campus alerts in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C. 1092(f)).

The determination of when an alert will be issued will be made on a case-by-case basis and will consider the facts surrounding the incident; including such factors as the nature of the incident, the imminent or continuing threat to the University community.

See University Policy 13.22 (Timely Warning Policy) for more details.

Emergency Procedures

Notes on using 911:

911 calls from a cell phone or an off-campus phone will first be answered by Nacogdoches Police

Dial (936) 468-2608 for the fastest UPD response when using a cell phone or any non-campus phone.

Lock-Down

If you witness any armed individual on campus at any time, or if an individual is acting in a hostile or belligerent manner, immediately contact UPD at 911 from a campus phone, or 936-468-2608 from a cell phone.

A lock-down procedure is used to secure all or part of the campus for the purpose of removing people from harm's way and attempting to prevent a perpetrator(s) from entering our facilities. It is a method of "sheltering people in place" during a potential or actual event involving a threat of violence against the campus community.

While there might be other instances where a lock-down is initiated, this directive would typically involve an "active shooter" situation where an intruder is threatening the personal safety and welfare of our students, faculty, staff and guests.

SFA University Police, along with other cooperating agencies, have adopted accepted law enforcement response procedures designed to contain and terminate such threats as quickly as possible. Part of that response may be to order a lock-down of facilities.
If a "Lock-Down" is ordered:

- **Secure the immediate area:**
  - If able, lock or barricade the door using whatever is available: desks, tables, file cabinets, other furniture, books, etc.
  - Turn off the lights in the room.
  - After securing the door, stay behind solid objects away from the door as much as possible.
  - If an assailant enters your room and leaves, lock or barricade the door behind them.
  - If safe to do so, allow others to seek refuge with you.
  - Avoid hiding in restrooms - they typically cannot be secured.

- **Take protective actions to reduce your vulnerability:**
  - Close blinds.
  - Block windows.
  - Turn off radios and computers.
  - Silence cell phones.
  - Place signs in exterior windows to identify your location and the location of any injured persons.
  - Keep people as calm and quiet as possible.
  - After securing the room, people should be positioned out of sight and behind items that might offer additional protection - wall, desks, file cabinets, bookshelves, etc.
  - Do not sound the fire alarms. This may cause others to flee the buildings and put them at risk.
  - Call University Police using 911 from a campus phone or 936-468-2608 from a cell phone.

- **If you find yourself in an open area (i.e. an auditorium or gym) immediately seek protection:**
  - Put something between you and a potential assailant.
  - Escape if you know where the assailant is and there appears to be a safe escape route immediately available to you.
  - If in doubt, find the safest area available and secure it the best way you can.

---

**Active Shooter in Your Building**

Watch the "**Run. Hide. Fight. - Surviving an Active Shooter Event**" video. (1)

**RUN** - When an active shooter is in your building or vicinity:

- If there is an escape path, attempt to evacuate.
- Evacuate whether others agree to or not.
- Leave your belongings behind.
- Help others escape if possible.
- Prevent others from entering the area.
- Call 911 when you are safe.
**HIDE** - If evacuation is not possible, find a place to hide. Your hiding place should:

- Be out of the shooter's view.
- Provide protection if shots are fired in your direction.
- Not trap or restrict your options for movement.

**FIGHT** - As a last resort, and only if your life is in danger:

- Attempt to incapacitate the shooter.
- Improvise weapons (i.e. books, chairs, fire extinguishers, backpacks).
- Act with physical aggression.
- Commit to your actions.

---

**When law enforcement arrives:**

- Remain as calm as possible and follow instructions.
- Keep your hands visible at all times.
- Avoid pointing or yelling.
- Know that help for the injured is on its way.

**Bomb Threat**

If you receive a call or message regarding a bomb threat, the [Bomb Threat Procedure and Checklist](#) document provides guidance.

**Fire**

Learn the location of the fire extinguishers, exits and fire alarm pulls stations in your area so you can use them when needed.

**If you see a fire:**

- Activate the fire alarm at a manual pull station.
- Evacuate the building, assisting those who may need help.
- Contact UPD immediately to report the fire - this will help them know it is not a false alarm.

**When you hear a fire alarm:**

- Evacuate the building in an orderly manner. (Remember - elevators may not operate when an alarm is sounding, so be prepared to use the stairs.)
- Assist those who may need help.
- If your department has designated an assembly point for evacuations assemble there.
- Alert first-responders to anyone you know that may be injured or left behind.
- Do not return to the building until an all-clear has been officially announced.
If there is smoke:

Smoke is the greatest danger in a fire, so stay near the floor where air will be less toxic.

Should you become trapped inside a building during a fire:

- Call 911 and give them your exact location in the building.
- If a window is available, place an article of clothing (shirt, coat, etc.) outside the window as a marker for the responders.
- If there is no window, stay near the floor where the air will be less toxic.
- Shout at regular intervals to alert responders of your location.

IMPORTANT: After an evacuation due to an actual fire, report to your department head to let them know your status.

Severe Weather / Tornado

When any weather warning from the National Weather Service is issued you should take precautions.

Usually, the only weather warning that will result in an activation of the outdoor sirens is a tornado warning. The sirens will be activated should the tornado be near the campus or on a path toward the campus.

If a campus alert for tornado is issued and/or you hear the weather tone from the outdoor siren system, you should seek shelter immediately.

If inside a building:

- Go to the lowest level of the building, if possible.
- Stay away from windows.
- Go to an interior hallway if possible.
- Use arms to protect head and neck in a "drop and tuck" position.
- Avoid the most dangerous locations of a building, usually along south and west sides and at corners.

If there is no time to get inside:

- Lie in a ditch or low-lying area or crouch near a strong building.
- Use arms to protect head and neck in a "drop and tuck" position.
- Use jacket, cap, backpack or any similar items, if available, to protect your face and eyes.

Evacuation

Some events that might prompt an evacuation are:

- Fire or Explosion
- Hazardous Materials Release (also see Shelter-in-Place)
- Bomb Threat
- Active Shooter
Procedure for Evacuation:

- Evacuation orders will be disseminated via JackAlert
- Do not activate the building fire alarm system to achieve an evacuation
- Remain calm but act quickly
- Promptly secure equipment, research, etc. in safe shutdown condition before leaving
- Spread the word of the evacuation order to others as you exit the building or campus
- Remember to take personal belongings with you (backpacks, briefcases, purses, car keys, personal computing devices, etc.)
- Exit the campus as directed in the alert message
- Pedestrians should exit campus by the shortest route - use crosswalks, obey police direction - do not impede traffic flow
- You may use your vehicle to leave campus unless directed otherwise in the alert message
- If possible, Jack Track shuttle buses will continue to operate routes for outbound passengers only - bus pickup locations may be altered, changes will be announced and posted on the Campus Alert website.
- Parking and Traffic staff may direct traffic at some on-campus intersections
- Police will assist with traffic control off campus
- Do not call 911 unless there is an immediate, life-threatening emergency
- Go to the Campus Alert website for regular updates on the situation and for information regarding returning to campus

Automatic Electronic Defibrillators (AED)

Stephen F. Austin State University currently has more than eighty (80) automatic electronic defibrillators placed across campus.

Use of these devices is automated and instructions are provided by the device when it is opened.

Demonstrations on how to use these AEDs can be arranged through the University Police Department at (936) 468-2252 or email at updemail@sfasu.edu, or the Campus Recreation Department at (936) 468-3507.

AED Locations

- **Academic Buildings**
  - McGee Business Bldg - Main Lobby on 1st Floor
  - Cole Concert Hall - Main Lobby
  - Early Childhood Lab - West Hallway
  - McKibben Education Bldg - Main Lobby on 1st Floor
  - Liberal Arts North - Main Hallway on 1st Floor
  - Library (1st Floor Lobby)
  - Math/Nursing - Main Lobby on 1st Floor
  - Miller Science - Main Lobby on 1st Floor
  - Turner Auditorium - Main Lobby
  - Agriculture Bldg - Main Lobby
  - Upper Arts Bldg - Main Lobby
- Lower Arts Bldg - Main Lobby
- Boynton Bldg - Main Lobby
- Chemistry Bldg - Main Lobby
- Ferguson Bldg - Main Lobby
- Fine Arts Annex - Main Lobby
- Forestry Bldg - Main Lobby
- Forestry Lab Bldg - Main Lobby
- HPE Bldg - Main Lobby on 2nd Floor
- Human Sciences North Bldg - Main Lobby
- Human Sciences South Bldg - Main Lobby
- Human Services Bldg - Main Lobby
- Military Science Bldg - Main Lobby
- Kennedy Auditorium - Main Lobby
- Early Childhood Research Center - Main Hallway
- Social Work Bldg - Main Lobby
- Music Bldg - Main Lobby
- Miller Science Bldg - Main Lobby

**Administrative Buildings**
- Austin Building - Main Lobby on 2nd Floor
- Rusk Building - Main Lobby on 2nd Floor

**Residence Life Facilities**
- Griffith Hall - Main Lobby
- Hall 10 - Main Lobby
- Hall 14 - Main Lobby
- Hall 16 - Main Lobby
- Kerr Hall - Main Lobby
- Lodge - Main Lobby
- Mays Hall - Main Lobby
- North Hall - Main Lobby
- South Hall - Main Lobby
- Steen Hall - Main Lobby
- Todd Hall - Main Lobby
- Village Bldg 1 - Center Building Lobby
- Village Bldg 2 - Center Building Lobby
- Village Bldg 3 - Center Building Lobby
- Lumberjack Landing - Main Lobby
- Hall 20 - Main Lobby
- Wisely Hall - Main Lobby
- University Woods - Laundry Bldg
• **Athletic Facilities**
  • Field House (West Entrance-Outside)
  • Press Box (Inside Stairwell)
  • Wellness Center
  • William R. Johnson Coliseum (Front Door)
  • Tennis Complex - Exterior Wall of Tennis Office Bldg

• **Student Life Facilities**
  • Health Services Building
  • Student Center 1st Floor (Atrium at Food Court Entrance)
  • Student Center 2nd Floor (Grand Ballroom Lobby by Stairwell Entrance)
  • Student Recreation Center Front Desk
  • Student Recreation Center - 1st Floor by the Gym
  • Student Recreation Center - 2nd Floor Track by Racquetball Courts
  • Student Recreation Center - 2nd Floor by Multi-Purpose Studio
  • Student Recreation Center - Lifeguard Office
  • HPE Building - Equipment Cage
  • Housing Operations (Gibbs Hall) - Main Lobby
  • Alumni Center Bldg - Main Lobby
  • Grounds and Transportation - Main Lobby
  • Purchasing Bldg - Main Lobby
  • Physical Plant Administration Bldg - Main Lobby
  • Parking and Traffic Office - Main Lobby
  • E. College Cafeteria - Main Lobby

• **Portable**
  • All University Police Patrol Vehicles
  • Campus Recreation for use at Intramural Fields
<table>
<thead>
<tr>
<th>INDEX</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences</td>
<td>14</td>
</tr>
<tr>
<td>Accidents / Emergencies / First Aid</td>
<td>23</td>
</tr>
<tr>
<td>Application / Enrollment</td>
<td>12</td>
</tr>
<tr>
<td>Arrival and Departure</td>
<td>15</td>
</tr>
<tr>
<td>Asbestos Operation and Management Program</td>
<td>9</td>
</tr>
<tr>
<td>Assessments</td>
<td>19</td>
</tr>
<tr>
<td>Birthdays</td>
<td>17</td>
</tr>
<tr>
<td>Bringing Items from Home</td>
<td>18</td>
</tr>
<tr>
<td>Camera Log In</td>
<td>18</td>
</tr>
<tr>
<td>Campus Safety Information</td>
<td>40</td>
</tr>
<tr>
<td>Child Abuse / Neglect</td>
<td>9</td>
</tr>
<tr>
<td>Child Custody Issues</td>
<td>8</td>
</tr>
<tr>
<td>Children with Special Rights</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Parent Information Board</td>
<td>28</td>
</tr>
<tr>
<td>Clothing</td>
<td>18</td>
</tr>
<tr>
<td>Confidentiality Statement</td>
<td>9</td>
</tr>
<tr>
<td>Discipline</td>
<td>16</td>
</tr>
<tr>
<td>Discontinuing Service to a Child</td>
<td>13</td>
</tr>
<tr>
<td>ECHL Team and PTO</td>
<td>29</td>
</tr>
<tr>
<td>Emergency Conditions</td>
<td>23</td>
</tr>
<tr>
<td>Emergency Operations Plan</td>
<td>39</td>
</tr>
<tr>
<td>Extracurricular Activities</td>
<td>21</td>
</tr>
<tr>
<td>Family Style Dining</td>
<td>27</td>
</tr>
<tr>
<td>Field Trips</td>
<td>22</td>
</tr>
<tr>
<td>Food / Menus</td>
<td>26</td>
</tr>
<tr>
<td>Food Allergy &amp; Anaphylaxis Emergency Care Plan</td>
<td>37</td>
</tr>
<tr>
<td>Fundamentals of the ECHL</td>
<td>20</td>
</tr>
<tr>
<td>Gang Free Zone</td>
<td>9</td>
</tr>
<tr>
<td>History</td>
<td>5</td>
</tr>
<tr>
<td>Home Visits</td>
<td>36</td>
</tr>
<tr>
<td>Hygiene</td>
<td>23</td>
</tr>
<tr>
<td>Illness</td>
<td>24</td>
</tr>
<tr>
<td>Infant Sleep Policy</td>
<td>35</td>
</tr>
<tr>
<td>Insurance</td>
<td>13</td>
</tr>
<tr>
<td>Lab Closings / Holidays</td>
<td>13</td>
</tr>
<tr>
<td>Materials / Supply Fee</td>
<td>14</td>
</tr>
<tr>
<td>Medications / Immunizations</td>
<td>25</td>
</tr>
<tr>
<td>Mission</td>
<td>6</td>
</tr>
<tr>
<td>Monitoring</td>
<td>23</td>
</tr>
<tr>
<td>NAEYC Code of Ethical Conduct</td>
<td>7</td>
</tr>
<tr>
<td>Naptime</td>
<td>16</td>
</tr>
<tr>
<td>Non-Discrimination Policy</td>
<td>9</td>
</tr>
<tr>
<td>Nutrition</td>
<td>26</td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>29</td>
</tr>
<tr>
<td>Other Children in the Classroom</td>
<td>18</td>
</tr>
<tr>
<td>Outdoor Participation</td>
<td>22</td>
</tr>
<tr>
<td>Overview</td>
<td>19</td>
</tr>
<tr>
<td>Parent / Teacher Communications</td>
<td>29</td>
</tr>
<tr>
<td>Parent Conferences</td>
<td>28</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>28</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Parent Meetings/ Classes</td>
<td>28</td>
</tr>
<tr>
<td>Parent On-site Observation</td>
<td>28</td>
</tr>
<tr>
<td>Parent Policy Agreement</td>
<td>30</td>
</tr>
<tr>
<td>Parent Resources</td>
<td>29</td>
</tr>
<tr>
<td>Parking / Doors</td>
<td>16</td>
</tr>
<tr>
<td>Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Preventing Child Abuse / Neglect Policy</td>
<td>32</td>
</tr>
<tr>
<td>Program Information</td>
<td>8</td>
</tr>
<tr>
<td>Program Quality / Standards of Excellence</td>
<td>7</td>
</tr>
<tr>
<td>Promotions to Other Classes</td>
<td>13</td>
</tr>
<tr>
<td>Referrals</td>
<td>21</td>
</tr>
<tr>
<td>Releasing Children to People other than Parents</td>
<td>8</td>
</tr>
<tr>
<td>Role / Vision of the Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>Solution and Resolution Worksheet</td>
<td>31</td>
</tr>
<tr>
<td>Specialized Consultants / Therapist Interactions</td>
<td>9</td>
</tr>
<tr>
<td>Statement of Commitment</td>
<td>7</td>
</tr>
<tr>
<td>Technology Policy</td>
<td>21</td>
</tr>
<tr>
<td>The ECH Lab Lines Newsletter</td>
<td>28</td>
</tr>
<tr>
<td>Tuition / Late Charge</td>
<td>14</td>
</tr>
<tr>
<td>University Student Participation</td>
<td>11</td>
</tr>
<tr>
<td>Visitor Policy</td>
<td>9</td>
</tr>
<tr>
<td>Weather / Other Emergencies</td>
<td>13</td>
</tr>
<tr>
<td>Weekly Lesson Reviews</td>
<td>19</td>
</tr>
<tr>
<td>Welcome</td>
<td>4</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>13</td>
</tr>
</tbody>
</table>