



Early Childhood Education Laboratory Preschool

Family Handbook **2026-2027**

A Reggio Emilia Inspired Program

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Reggio Emilia-Inspired Philosophy

LSU Early Childhood Education Laboratory Preschool (ECELP) follows the Reggio Emilia approach to learning and teaching. The Reggio approach is based on several characteristics, including the collaboration and engagement of the child; the participation of families and community in the child's learning; the role of the educator as documentarians, advocates, and co-constructors; the environment as the third educator; an emergent curriculum; the availability of rich, open-ended materials in ateliers; and the hundred languages of children. The Reggio approach allows children to explore and discover in natural, unaltered forms. We plan hands-on learning and encourage expression and creativity in the children.

LSU ECELP offers a play-based, developmentally appropriate curriculum for children that supports the learning and development of each individual child. The program at LSU ECELP is highly influenced by both the National Association for the Education of Young Children (NAEYC) guidelines for developmentally appropriate teaching practices and the philosophy of Reggio Emilia. The following principles make up the philosophical framework of the program:

- Child-directed learning, centered on development
- Respect for everyone
- Children speak in Hundred Languages
- Curiosity of children create the curriculum
- Observation is our documentation

Educators at LSU ECELP combine their understanding of how children develop socially, emotionally, cognitively, and physically with what they know about each child's interests, abilities, needs, and backgrounds to plan a developmentally appropriate learning environment. The activities and interactions provided in this learning environment give children a foundation for the cognitive and social skills essential for later academic success.

Vision and Mission

Mission

LSU Early Childhood Education Laboratory Preschool serves as the demonstration component of the early childhood education program in the School of Education, and accomplishes this through the delivery of high-quality early childhood programming, teacher engagement, advocacy, and cutting-edge research.

Vision

LSU Early Childhood Education Laboratory Preschool will be a nationally and internationally recognized leader in early childhood scholarship, teaching, community engagement, and policy.

Research and Demonstration Program

LSU ECELP program serves as a research and demonstration site, which supports a variety of academic disciplines from the greater LSU campus. Children and families are often offered the opportunity to participate in research studies conducted by university faculty and students. Research is focused on instructional strategies designed to help children learn and develop, issues related to parent-teacher relationships, effective professional development strategies, and various aspects of child growth and development. Each research project must adhere to requirements that protect the privacy and rights of the children and families we serve. To learn more about our university's research policies, please see LSU's [policy on research](#).

LSU ECELP is designed to demonstrate and disseminate information related to recommended early childhood education practices. The preschool program frequently hosts observers from other departments at LSU, as well as students and educators from the community. Observers from within the LSU community and beyond visit the school to learn about new, research-based early childhood practices. Each observer must adhere to our program's confidentiality policies and child care licensing regulations. To learn more about our observation policies, please speak with the Director or visit our website.

School Operations

License and Certification

LSU ECELP is licensed by the Louisiana Department of Education as a Type III center. The program meets and exceeds the minimum standards for child care, as defined by Title 28, Part CLXI of the Louisiana Administrative Code. For more information, you may contact the licensing division for early learning centers.

Louisiana Department of Education - Licensing
P.O. Box 4249
Baton Rouge, LA 70821
Phone: (225) 342-9905
FAX: (225) 342-2498
LDElicensing@la.gov

LSU ECELP is recognized at both the state and national levels as a high-quality early learning center and meets the most robust and rigorous national standards on education, health, and safety. LSU ECELP is accredited by the National Association for the Education of Young Children (NAEYC). NAEYC accreditation means that our program demonstrates high standards in 10 program areas including relationships with children and their families, curriculum, program management, and physical environment. For more information you may view their website at www.naeyc.org.

Child : Staff Ratio

LSU ECELP attempts to maintain the following child to adult ratios.

<i>Ages of Children</i>	Department of Education <i>Child:Staff Ratio</i>	LSU ECELP <i>Child:Staff Ratio</i>
Infants under 12 months	5 : 1	4 : 1
1 year old	7 : 1	6 : 1
2 years old	10 : 1	6 : 1
3 years old	13 : 1	8 : 1
4 years old	15 : 1	8 : 1

Hours of Operation

LSU ECELP is open Monday - Friday from 7:15 AM to 5:15 PM.

LSU ECELP closes for the following:

- Labor Day
- Thanksgiving Day and the day after
- Christmas Eve, Christmas Day & the day after
- New Year's Eve and New Year's Day
- Martin Luther King Jr. Holiday
- Mardi Gras Day
- Good Friday
- Independence Day

LSU ECELP also closes in conjunction with the LSU schedule of operation. Please see our [website](#) for this year's calendar for holidays and closures.

Admission & Enrollment

Enrollment at LSU ECELP shall be offered to children of LSU students, staff, faculty, alumni, and for those not affiliated with LSU.

Eligibility

Children six weeks to five years of age are eligible to enroll. Children who are 5 years of age prior to September 30th are considered kindergarten eligible and may not return to the four-year-old program, with exceptions permitted at the discretion of administration pending availability in that age group.

Application

To apply for enrollment at the LSU Early Childhood Education Laboratory Preschool, the application form must be completed, signed and received with the \$75.00 application fee and *Ages & Stages Questionnaire, if applicable*. Applications for enrollment are considered on a

first-come, first-served basis and are date stamped when received at the Early Childhood Education Laboratory Preschool. Therefore, the application form and the \$75.00 application fee should be submitted as early as possible. Delay in submission may create a longer wait for enrollment. Please note that completion of the application and payment of the application fee do not guarantee enrollment at the Center.

Waiting List

Once the application, application fee and *Ages and Stages Questionnaire, if applicable*, are received, children are placed onto the waiting list. When a space becomes available at LSU ECELP, the waiting list will be searched, beginning at the top, for the following criteria:

1. Age-appropriate, eligible child
2. Date of desired enrollment as indicated on the application form
3. Enrollment priority
4. Application date

Enrollment Priority

Enrollment priority is determined by the following in the order presented:

1. Siblings of children currently enrolled at LSU ECELP.
 - a. You maintain sibling status as long as the sibling is enrolled in the program. Once the sibling exits the program, there is no sibling alum status.
2. Children of currently enrolled full-time students at LSU.
 - a. Currently enrolled students will be asked each semester by the LSU ECELP Coordinator to submit an Enrollment Certificate (found under Student Services through your mylsu account) to verify your enrollment status. Failure to submit this certificate could result in dismissal from the program.
3. Children of full-time staff, faculty and individuals with secondary affiliations to LSU.
 - a. i.e. children of **part-time** LSU students, staff or faculty; children of LSU alumni; grandchildren of LSU students, staff, or faculty; children of individuals working for the LSU System including the LSU Foundation
4. Children from the surrounding community.

Notification of an Opening

When a space becomes available, a member of LSU ECELP administrative team will contact the family via phone and/or email to offer the opening to the family. The family will be given 72 hours to accept or decline the space.

If the offer is declined the child will remain on the waiting list. After the second decline they will be removed. If there is no response to the offer, the child will be removed from the waiting list and the opening will be offered to another family. The family of the removed child will be notified by email that he/she is no longer on the waiting list.

Registration

Upon acceptance of an opening, the family will receive an acceptance letter including the starting date of enrollment. The letter will indicate that the \$250 non-refundable registration fee must be turned in to reserve the space for the child. **A registration fee will be due prior to enrollment each year of attendance.**

Required prior to enrollment each year of attendance:

- \$250 Registration Fee
- \$100 Building Fee
- \$300 Materials/Technology Fee
- Signed Agreement for Services contract
- Immunization record
- Enrollment Packet
- Additional forms given with the packet, if applicable

If full payment of the registration fee is not received by the due date indicated on the offer letter, a member of LSU ECELP administrative team will attempt to contact the family by phone and email. If the family is unable to be reached within 48 hours after the payment due date has passed, the space will be offered to the next family on the list, and the child's name will be removed from the waiting list.

Tuition

Tuition payments are due in full on the **first day** of each month. No adjustments will be made for absences due to illness/quarantine, holidays, extended periods of family travel, weather closures, or emergencies due to circumstances beyond control (i.e., lengthy loss of utilities)

- *Late Tuition:* A \$25 late fee per child will be charged for tuition received after the 5th of the month. Partial payments are also subject to a late fee. All payments not received by the 10th of each month are subject to a late fee of \$25 per day.
- *Outstanding Charges:* LSU ECELP will make every effort to notify families regarding any outstanding charges in an attempt to avoid a disruption in care provided for the child.
- *Non-payment:* Non-payment of all fees due for the current month (including tuition, late payment fees, annual registration fee, and/or late pickup charges) will result in the termination of services provided by the Center. A nonpayment of fees notice will be given to the family while the balance will be sent to the State of Louisiana's Attorney General's office for debt collection.
- See [website](#) for current tuition rates.

Financial Assistance

The Louisiana Department of Education offers the [Child Care Assistance Program](#) to families as a means of financial assistance for child care. Families that qualify are responsible for paying tuition and/or other charges that are not covered by financial assistance. This includes any tuition and/or charges that accrued prior to receiving the financial assistance.

Monthly payments are based on the following:

- Hours parent is working
- Hours parent is looking for work
- Hours parent is attending school or training
- Amount charged by the child care provider
- Family size
- Household income

Non-Discrimination Policy

LSU prohibits discrimination on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, and national or ethnic origin. The Center does not discriminate against children who are breastfed.

Any concerns of discrimination may be reported to:

Internal

ECELP Director or Assistant Director

[The LSU Ethics, Integrity and Misconduct Helpline](#) 855-561-4099

[LSU's Title IX Coordinator of Deputy Coordinators](#)

[LSU's ADA Coordinators](#)

External

[US Department of Education Office for Civil Rights](#)

[US Equal Employment Opportunity Commission](#)

[US Department of Justice Civil Rights Division](#)

Hardship Exemption

In situations of a particular hardship, a parent may petition the school for a refund of tuition. Hardship will be determined by School administration on a case-by-case basis, in consultation with the University and the College of Human Sciences and Education, but does not include enrollment in another school, expulsion or voluntary withdrawal for any reasons other than financial, family or student emergency.

Withdrawal

A **30 day written notice** is required before a contract can be terminated by the parent/guardian. If a written notice is not given 30 days prior to the first day of the final month of attendance, the family will be held responsible for the month of tuition after the written notification of withdrawal is received. Tuition for withdrawn students will not be prorated, regardless of when notice is given. A continuous absence of a period of two weeks without payment or notification is considered a withdrawal. In addition, the family is responsible for full payment of the non-refundable fees, which include registration fee, building fee, and materials/technology fee.

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Dismissal

LSU ECELP reserves the right to dismiss a child, in its sole discretion, without notice, due to the following reasons:

- The Preschool cannot meet the physical, mental, or emotional needs of the child.
- The child threatens the safety, health and/or well-being of himself/herself or others.
- Failure by a parent/guardian to attend a formal conference requested by the administration.
- Nonpayment of any assessed tuition or fees.
- Failure to notify the Preschool of Sponsor/Co-sponsors change in LSU Affiliated status.
- Sponsors or Co-Sponsor's enrollment or employment at LSU is terminated by the University.
- The parent/guardian refuses to have their child examined by a licensed health care professional to determine if continued enrollment is in the best interest of the child.
- It is advised by a licensed physician or child psychologist to discontinue enrollment.
- A misrepresentation was made in the application and/or enrollment process.
- Failure by a parent/guardian to adhere to the policies and procedures of the Preschool and/or cause stress or disruption to the Preschool staff or operations.
- Behavior by a parent/guardian which causes undue stress to Preschool staff or disrupts Preschool staff or operations.
- Continuous absence of a period of two weeks, without payment or written notification.
- Repeated tardiness (excess of 3 times) in picking up a child at closing time.
- Enrollment packet or required medical records are incomplete and/or not updated.
- Parent/guardian repeatedly (excess of 3 times) fails to sign their child in and out daily. A fee of \$2 will be assessed for each occurrence.
- Parent/guardian threatens the safety of the children, staff, and/or others.
- Unresolved concerns about the health or safety of the child which are not being addressed by the parent/guardian.
- Parent/guardian fails to provide adequate supplies for the child, including but not limited to, diapers, formula, wipes, and proper clothing.
- The reduction of attendees is required to meet funding, supervision, or regulatory limitations.
- Failure to pursue recommended evaluations or support services, or to collaborate with LSU ECELP in addressing identified developmental concerns based on Teaching Strategies GOLD (TS GOLD) assessment data, classroom observations, and documented interventions.

Early Childhood Care and Education Program

Early childhood development is a process that is continually changing and expanding. We offer both structured and unstructured activities for our children at LSU ECELP. Children learn through play, and both the environment and lessons reflect that belief. Children learn at

different paces, in different ways, and use all of their senses to learn about the world around them. Varied experiences and materials are provided for multisensory and whole brain learning. Cognitive learning is not overemphasized; instead, children are given ample opportunities to participate in pre-academic activities designed to form a positive self-image. Children learn independence, turn-taking skills, how to interact with others, and practice their motor skills.

Our atmosphere is designed to be one of acceptance, mutual respect, pleasure, fairness, consistency, clear limits and expectations, and encouragement. A structured, organized, & routine environment led by highly-qualified, caring adults with clear expectations and appropriate consequences supports the whole child. We view the outdoor play environment as an extension of the classroom, requiring the same level of adult planning, supervision, and involvement with children.

Standards and Goals

LSU ECELP uses the standards and goals from Teaching Strategies Gold and the [Louisiana Early Learning and Development Standards](#) as measures of developmental and academic success. Curriculum standards are reviewed at every parent-educator conference.

Screenings

As part of the enrollment process, each family is asked to complete a screening that will provide teachers with information regarding the child's development. Screening results may be used to provide parents with resources that can help support their child's growth and development. They may also be used to help teachers plan developmentally appropriate activities for your child. Screenings are done each program year. The screening tool that our program uses is *Ages & Stages Questionnaire* and *Ages & Stages Questionnaire: Social-Emotional*. Hearing screenings are offered annually at LSU ECELP by the LSU Speech and Hearing Clinic. If at any time your child's development is of concern, we will request a formal evaluation and make a determination on placement in your child's best interest.

Observing

The purpose of observation in the classroom is to document children's development, behaviors, and learning progress. Documentation of the children's words, actions, and interests help teachers plan developmentally appropriate experiences for children. The goal of observation is to ensure that your child is meeting developmental milestones.

Documentation

We use various modes of documentation while observing, including running records, anecdotal notes, checklists, rating scales, or rubrics. Documentation allows the educators to review the evidence collected and plan for future learning. Documentation allows for individualization within our preschool and may not look the same for each child.

Child Assessment

Children in our program are assessed through observation. Observation allows for authentic assessment of the children's learning according to the Teaching Strategies GOLD Learning Objectives. The children's play is not interrupted for formal, standardized assessments. Instead, the educators document the children's learning and growth through play. Documentation is stored in a digital portfolio which is used to show children's progress over time.

Teaching Strategies GOLD is the assessment tool used to track children's progress throughout their enrollment in our program. Teachers are provided with training and assistance on the assessment tool to help ensure accuracy with scoring. Assessments are completed twice a year. Teachers review a child's observations and work samples and then select the number that represents the child's current level within a continuum of various developmental indicators. Teachers review the assessment data to note the child's strengths and areas for improvement and then share this information with parents during parent-teacher conferences. When children are not meeting developmental milestones, teachers and center administration conference with parents to develop a plan which may include additional resources and support in the classroom or a referral to Early Steps or the school system's pupil appraisal services. The program also uses child assessments for program planning and improvements.

We encourage parents to provide information about their child's development throughout the year so the information can be considered during the assessment periods (i.e. child's fluency in home language, cultural considerations that may influence assessment results, concerns or strengths related to the child's development). At the beginning of the year, parents are also asked to complete a parent inventory that serves as insight into the goals the family has for the child's involvement in the program. Our goal is to support parents' understanding of their child's current development and provide resources for facilitating future growth. For more information about the assessment tool, you may visit the [Teaching Strategies website](#).

Planning

Observations of the children's playing lead to planning for future projects, activities, and field experiences. Teachers are continuously observing and learning from the children; making note of their conversations, their discoveries, and their questions. From this, planning takes place to expand on the children's interests. Small group activities and field experiences are planned to allow the children to uncover more ideas and possible realms of their play.

Enrichment

Through collaborations within the LSU community, LSU ECELP is able to offer enrichment opportunities to children throughout the year. We are continually looking for partnerships with academic units to provide enriching experiences for our children as well as learning opportunities for undergraduate and graduate students. We strive to provide enrichment activities at no extra cost to the families and are inclusive of all children.

English as a Second Language

Families often express concern about a child learning English while retaining or continuing to acquire the home language. Current research indicates that very young children acquire language in the context of a relationship, and that children do best if a single language is heard from a single adult. Typically, the native language is spoken within the familial relationship. LSU ECELP primarily speak English with the children. A child will acquire English quite easily through his/her experiences with the other children and teachers. Teachers use strategies such as labeling objects, extending children's words, and parallel talk to support language development in all children, including those who are learning English as a second language.

Children with Special Needs/Developmental Delays

Children with identified special needs are warmly welcome in our program, and we encourage community therapists to provide services within the context of our naturally occurring classroom routines. To ensure seamless support, we require families to sign a release of information, allowing our teachers and administrators to access evaluations and reports regarding their child's developmental needs.

As advocates for young children, our priority is always to maximize each child's educational trajectory. If we determine that a student requires more support than our program can sustainably provide, we will work with the family to request and seek out specialized services from the local school system or external providers.

Additionally, children develop at different rates, and it is not uncommon for some to experience developmental delays or require additional support. If LSU ECELP educators identify concerns regarding a child's progress, a parent-teacher conference will be scheduled to discuss observations, share information, and collaborate on next steps. As part of this process, families will be provided with resources, developmental screening opportunities, and referrals to community specialists or agencies equipped to support their child's growth and success.

While we are dedicated to partnering with families throughout this process, the program may require families to seek these specialized services if a child's Teaching Strategies GOLD (TS Gold) assessment data, classroom observations, and/or documented interventions indicate limited progress despite classroom interventions. Failure to pursue these recommended services or collaborate with the preschool to address identified developmental concerns may result in dismissal from the program.

Prior to enrollment, LSU ECELP administration will request copies of any current evaluations, assessments, Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), or other relevant documentation. This information allows us to determine whether the program can reasonably meet the child's needs and provide the necessary accommodations and supports within our preschool setting.

Transitioning from LSU ECELP

LSU ECELP staff will support you and your child as the time comes for he/she to transition to their next educational setting. This includes providing information about various programs or schools in the community, providing parents with information required for the application process, and talking to the children about the transition.

Daily Schedule and Routines

Infants/Toddlers

The daily schedule for the children is a guide. It provides a framework for planning and organizing the daily routine and play activities for the children. The daily routines for children may be a little different based on the age of your child. Infants follow their own biological needs. They are fed, changed, and nap when they need it. Toddlers are changed/taken to the toilet before transitions in the day and as needed. Adjustments to the schedule are made as your child gets older and his/her needs change. You may also notice that as your child gets older, s/he may alter her/his own schedule to fit in with the group. Some common changes you may notice in your child's behavior after enrollment in any group care situation include altered sleep/wake patterns (staying awake for longer hours or napping more frequently for short periods of time) or changes in appetite. Keep in mind again that, if needed, the schedule will include children's individual needs based on their age. In order to help develop a secure foundation, the program keeps infants and toddlers with their same teacher throughout the school year (August - July) and makes an effort to keep children with the same group of children and at least one familiar teacher/teacher assistant throughout their enrollment in infant and toddler classes.

Mealtimes: Breakfast, Lunch and an afternoon snack are provided each day in a family-style structure. As eating is a sensory experience, the children are encouraged to try different foods, engage in conversation with their peers, and use appropriate table manners. LSU ECELP makes every effort to provide your child with wholesome, low sugar foods and to introduce your child to a variety of food tastes and textures. Menus are posted on the parent information bulletin board.

ECELP understands that some children enter school with strong food preferences and may initially be hesitant to try new foods. While families may feel anxious about this transition, please note that LSU ECELP operates a structured meal program for all children and does not permit outside lunches. Experience shows that most children gradually become comfortable with school meals as they adjust to the classroom routine, and teachers will keep families regularly informed of their child's progress. If challenges persist, LSU ECELP will work collaboratively with families to explore appropriate supports within our program guidelines to ensure each child's nutritional needs are met.

- ***Young Infants:*** Young infants will be fed according to their own schedule. Only breast

milk, formula, or water will be placed in your child's bottle as per licensing requirements. Contents remaining in any bottle must be discarded within two hours. (See Nutrition Section)

- **Older Infants:** As infants grow and are introduced to solid foods, their eating schedules will gradually be adjusted to align with the classroom group routine. To ensure your child's safety, we require that all new foods be introduced at home first; once tolerated, parents may add the item to the child's classroom food list.
 - For safety and licensing compliance, any food brought from home for infants under 12 months must consist exclusively of ***unopened, store-bought baby food***.
 - Upon turning one year old, children will transition to the standard center-provided meals, accompanied by whole milk. As they grow into older infancy, children will transition from high chairs to chairs with trays, or to a small, age-appropriate table and chairs to encourage independent eating habits.
- **Young Toddler-Preschool:** Students will sit at low tables and chairs for all meals. Children in the young toddler through preschool rooms will use sippy or open cups, and utensils.

Sleeping/Rest: All children in the center will sleep or rest in cribs or on cots, as determined by their age group. Due to specific classroom storage limitations, all new incoming families and families with children transitioning out of the Infant classrooms (Infants 1–3) must provide one of the following approved cot covers:

1. [Urban Infant Tot Cot Nap Mat](#)
2. [Rollee Pollee Nap Mat Cover](#)

Please note that these are the only brands/models that will be accepted. To maintain a clean and healthy environment, students using cot covers are required to take them home every Friday to be laundered, and return them on Monday for the upcoming week.

Infants nap according to their own schedules (Bulletin 137). Infants under 12 months of age are provided with a firm, tight fitting mattress in a crib that meets current safety standards along with a sheet and blanket. There will be no pillows, quilts, bumpers, comforters, sheepskins, stuffed toys, or other fluffy products in the crib. To ensure compliance with safe sleep guidelines, families must provide tightly fitting [Pack 'n Play sheets \(designed for mini cribs\)](#) to guarantee a snug, secure fit. These children will also be placed on their backs to sleep. After 12 months of age, other sleeping positions can be discussed with the educator.

When a child reaches 12 months of age, cot sleeping will be encouraged.

Pacifiers: Pacifiers are allowed at LSU ECELP for non-walkers and sleeping infants. Infants that are not yet walking may use pacifiers and any child may have a pacifier during nap time. Pacifiers attached to strings or ribbons shall not be placed around a child's neck or attached to a child's clothing.

The above practices are required by the Department of Education licensing standards and is supported by the U.S. Consumer Product Safety Commission, the American Academy of Pediatrics, and the National Institute of Child Health and Human Development.

All children under the age of four will be provided with a minimum rest time of 75 minutes (Bulletin 137).

Older children will be provided an opportunity to rest after lunch. Children will be required to rest on provided cots for the duration of the resting period. Quiet materials will be available to those children who are unable to fall asleep.

Diapering: Parents are required to provide disposable diapers and wipes for children in the infant and toddler classrooms. Your child will be changed at regular intervals throughout the day and as needed. Store-bought wipes are used when changing your child. As the use of baby powder has been linked to childhood asthma and other respiratory difficulties, we will not apply baby powder on any child. For parents who use cloth diapers, a copy of the policy regarding cloth diapers will be provided upon request and reviewed with the families.

"Shoe-Free" Infant Room: LSU ECELP strives to provide a clean, safe, and healthy environment within all classrooms. With our non-walking children engaging in physical activity for a minimum of 60 minutes per day on the floor (Bulletin 137), we practice a "shoe-free" policy in the infant room. All persons entering the carpeted area of the infant room are asked to slip a pair of shoe covers over their shoes to prevent outside contaminants from being brought into the room and spread onto the carpet.

Outdoor Play: Weather permitting, all children, including infants, will spend a minimum of 30 minutes in daily outdoor play, unless there is extreme weather or environmental safety conditions (i.e. temperature below 38 degrees, unhealthy air quality, or a heat advisory). To support your child's development and active play, children should be dressed in comfortable clothing that allows for complete freedom of movement. For safety and injury prevention, closed-toe, closed-heel shoes with Velcro fasteners and socks are highly encouraged. **Please note that for safety reasons, flip-flops, sandals, open-backed shoes, and shoes such as Crocs are not permitted.**

Preschool:

All children aged two and older will be provided a minimum of 60 minutes of physical activity per day that is a combination of free choice and educator-led. As we encourage children to explore through touching, moving, listening, and observing, there may be times when his/her clothing becomes messy or rumpled. For this reason, we request that parents send three

complete changes of clothing to remain at the center. Parents are to be sure to label all articles of belongings.

Upon entering the classroom, the children will also wash their hands before playing with open-ended materials available on tables and greeting their peers. Each school day encompasses the following activities:

- *Morning Meeting*: The class uses this time to greet one another as a classroom community, discuss child friendly news / events, discuss the question of the day, and make plans for the day ahead.
- *Indoor investigations*: Indoor investigations give the children the opportunity to explore, observe, hypothesize, question, and discuss to clarify their understanding through an activity of their choice. The various areas within the classroom offer open-ended materials for the children to investigate. The areas include the Maker's Space, writing, blocks, light table, science and discovery, dramatic play, math manipulatives, library, and music. Throughout various projects and interests of the children, the materials may be changed to encourage exploration and the development of new ideas. The children may also participate in small group activities, including field experiences that extend their exploration and knowledge of a specific topic as well as encourage child-initiated learning.
- *Water Activities*: Children enrolled at the LSU Early Childhood Education Laboratory Preschool will have opportunities to experience water activities. These activities include the use of water tables in the classrooms and water in cooking activities in the classroom.
- *Music and Movement*: The children will engage in whole-group music and movement activities. The activities range from playing various instruments, dancing, and listening to diverse forms of music.
- *Outdoor Investigations*: Outdoor investigations provide the children the opportunity to explore and investigate the outdoor classroom in the same capacity as the indoor classroom. The children are offered activities that physically challenge their bodies in natural ways while enhancing their gross motor abilities. Activities include but are not limited to climbing, balancing, and hanging as well as opportunities to work as a team through building or carrying activities. The children also have various opportunities to connect with nature through sand and water play, gardening, and natural materials found within the outdoor classroom. They also have access to tricycles, scooters, slides, and climbers and are offered many opportunities to work on projects similar to what is indoors.
 - *Outdoor Attire*: Weather permitting, all children will spend a minimum of one hour per day doing outdoor play, unless there is extreme weather or environmental safety conditions (i.e. temperature below 38 degrees, unhealthy air quality, or a heat advisory). To support your child's development and active play, children should be dressed in comfortable clothing that allows for complete freedom of movement. For safety and injury prevention, closed-toe,

closed-heel shoes with Velcro fasteners and socks are highly encouraged.

Please note that for safety reasons, flip-flops, sandals, open-backed shoes, and shoes such as Crocs are not permitted.

- *Water Play:* Water will occasionally be used in sprinkler play on the playground during the summer months. The LSU Early Childhood Education Laboratory School does not use more than two feet of water in any activity, indoors or outdoors. The LSU Early Childhood Education Laboratory School does not allow the use of water in wading pools at any time.
- *Literacy Circle:* The children engage in whole group discussions regarding a presented storybook. The storybook is typically related to a project or activity occurring within the classroom. During this time, the children are encouraged to comment, ask questions, and discuss topics related to the book.
- *Enrichment:* Enrichment activities vary daily and may be completed within the classroom or incorporated within a field experience. Participating with the LSU community through enrichment activities presents enhanced opportunities for every child.

Ateliers: We offer a Maker's Space area. This area is dedicated to the encouragement of enhancing imagination and bringing ideas to life. We encourage the children to use the available open-ended materials to create costumes, tools, toys, and other objects they wish to create. We offer the children a variety of materials, including recyclables, materials from nature, clay, beads, etc.

Supported Learning: The children are supported within all domains of learning throughout daily routines and experiences. We strive to meet the needs of all children to assist in their growth and development by engaging in developmentally appropriate practice and reflective thought.

- *Social-Emotional:* We encourage the children to continuously compromise with their peers, find solutions to their problems, ask for help when needed, use appropriate language to express themselves, manage feelings, and form positive relationships.
- *Physical (gross and fine):* We offer opportunities for the children to develop their gross and fine motor skills. They are encouraged to challenge their bodies physically through climbing, carrying, pushing, pulling, etc. They are also encouraged to challenge and enhance their small muscle development, and fine motor skills. Activities include but are not limited to writing and manipulating clay/playdough as well as buttoning and unbuttoning their own clothing.
- *Language:* The children are given various opportunities throughout the day to develop their language skills. Children will be challenged to learn to express their wants and needs as well as learn to use social and linguistic clues to understand language. This includes their ability to listen to their peers and respond appropriately, use and understand complex words, express their own needs, and follow directions.
- *Cognitive:* We encourage the children to be critical thinkers and think of themselves as researchers. We allow them to find solutions to their problems through scaffolding, to

think symbolically through creations or pretend play, and to connect personal life experiences to classroom discussions and activities.

- *Literacy:* In preparation for transitioning into rigorous kindergarten programs in the area, the children are given opportunities to develop their literacy skills in organic ways by demonstrating knowledge of the alphabetic principle, understand print and its meaning, appropriately respond to books, and demonstrate writing skills.
- *Mathematics:* In their play, the children use number concepts, show knowledge of patterns, and compare and measure objects they interact with. Children learn quantitative vocabulary, comparison vocabulary, and concrete one to one correspondence through intentional mathematical means which is developmentally appropriate.
- *Science and Technology:* In our environment, the children are encouraged to use principles of scientific inquiry skills in various forms in an effort to solve problems. They are encouraged to use multiple types of technology to express themselves and solve problems. We focus on looking at living things, the Earth, and properties of objects and materials.
- *Social Studies:* As a part of the LSU Community, children have a greater understanding of their world, the world around them, and connect their experiences to other people and places.
- *The Arts:* The children are creative in expressing themselves through visual aids, drama, music, and movement. The children are encouraged to be resourceful in the way they express themselves to their peers.

Drop-Off and Pick-Up Guidelines

All persons coming to the school are expected to drive safely. This includes watching out for children, obeying the 5 mph speed limit in the parking lot, and respecting the parking limits. During drop-off and pick-up parents may park in the right lane of the covered area or park in available parking spots near the front playground. After 4:00 p.m. there are also parking spots available in the side parking lot (the staff parking lot). Lastly, please help us reinforce an essential safety practice during arrival and dismissal by ensuring that **only parents, guardians, and staff members open classroom and exterior building doors**. Students are explicitly taught not to open doors at any time. This protocol is vital to maintaining a secure environment, preventing unauthorized entry, and allowing our staff to carefully monitor everyone entering and exiting the building. We appreciate your cooperation in keeping our school community safe.

Drop-off procedures are as follows:

- Security codes are used to enter LSU ECELP building.
- Adults must sign-in the child using the app.
- The adult is to walk the child all the way into the classroom.

- Adult and teacher communicate with one another about any updates concerning the child.

Pick-up procedures are as follows:

- Security codes are used to enter LSU ECELP building.
- Adults must sign-out the child using the app.
- Adults and teachers communicate with one another in order to properly acknowledge the child is leaving.

***Failure to sign-in/out using the app will result in a \$2 fee for each occurrence.
In times of network failure, the emergency paper log must be signed.**

Safety Precautions During Drop-off and Pick-Up

Drop-off and pick-up are very busy times of the day at LSU ECELP. We ask that parents follow the following safety guidelines in order to help keep children safe.

- Please avoid blocking other cars during drop-off or pick up.
- Unnecessary vehicle idling is discouraged.
- Please do not leave any children (including siblings) in the car unsupervised by an adult.
- For safety purposes make sure children are walking in the hallways.
- Children must remain in the classroom or with the teacher until the child is signed out.
- Children are not permitted outside the building without a supervising adult.
- Staff members are not permitted to buckle children into vehicles.
- Children under 16 are not allowed to check children out.
- Reinforce that only parents, guardians, and staff members open doors.
- Due to limited storage and safety concerns, parents are not allowed to leave car seats at the preschool.

Late Arrival

Children must arrive at the preschool by 9 AM (***Children will not be allowed to check in after 9 AM***). We understand that there will be days when a child has doctor or therapy appointments that result in late arrival to LSU ECELP. In these situations ***the child will be admitted provided there is a doctor or therapist note***. Arrival during transitions, lunch, or nap time often negatively affect the rest of the child's day. The educator should be informed prior to the appointment if possible. Class schedules may differ, but please keep in mind these approximate time frames:

Breakfast	8:30 - 9:00 AM
Lunch	11:00 – 12:00 PM
Naptime	12:00 – 2:00 PM

If a child arrives after a scheduled breakfast or lunch has already been served, the family is expected to provide the appropriate meal for their child prior to entering LSU ECELP.

Late Pick-Up

LSU ECELP closes at 5:15 PM. A fee of \$20.00 will be charged for any portion of the first 15-minute period overtime, plus a \$5.00 per minute charge thereafter. Repeated tardiness in picking up a child at closing time may result in dismissal from the program. LSU Police and the Department of Children and Family Services will be notified and the child will be released into their custody if a child is not picked up by 6:15 PM, one hour past the center's closing time.

Third Party Release

Each child's safety is a primary concern of LSU ECELP. Only LSU ECELP employees may release children to authorized individuals. All employees of LSU ECELP are instructed to verify any individuals intending to pick up a child.

Individuals picking up children must be:

- At least 16 years or older.
- Authorized in writing by the enrolling parent, as stated on the enrollment packet with emergency/medical information forms.
- Authorized in writing with a dated note signed by an enrolled parent or guardian.
- Willing and able to present a state-issued ID.

Children will not be released to unauthorized individuals or to individuals that cannot be verified with photo identification. The program will also not release a child at any time to a parent or designated individual who is visibly impaired due to alcohol consumption or substance abuse (either prescribed or illegal). Copies of custody agreements must be provided to the school if there are specific instructions for which parent should pick up a child on a specific day.

Guidance and Discipline

Guidance

Our goal of the LSU Early Childhood Education Laboratory School is to foster creativity, encourage children to explore their natural environment, and allow them to make discoveries within a non-threatening atmosphere. Educators facilitate children's learning by actively engaging in activities alongside the children as the co-learner.

Child guidance is addressed in a variety of ways to include teaching strategies that promote child development of socially-appropriate behavior, in consideration of child development.

Environments are engineered to promote child independence through the placement of materials that allow for children to complete tasks on their own (such as the placement of the sink, soap, and towels). Adults encourage child independence through verbal and physical prompting toward independence. For example, when helping children with self-care tasks, such as hand washing, toileting, or nose wiping, teachers will assist children in completing the task while providing verbal guidance (e.g., "Let's wipe your nose" while handing the child a tissue

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and using hand-over-hand to assist the child).

ECELP educators utilize evidence-based guidance strategies to assist children in developing positive social interactions and self-regulation skills. For example, our youngest, preverbal children are taught to gently touch a teacher's arm to gain adult attention. Verbal children are also encouraged to use this non-verbal strategy when an adult is engaged in conversation; this intentionally teaches children how to patiently wait for their turn to speak rather than interrupting. Overall, educators within our program foster the development of positive self-discipline and emotional regulation by engaging in the following practices:

- Encourage creativity within all projects.
- Offer various choices when possible.
- Maintain a positive attitude and high level of professionalism
- Are kind, respectful, and composed at all times.
- Use positive statements when guiding children's behaviors.
 - Clear statement of the limit: "The blocks are for building."
 - Redirection: "Let's go see what Eric is cooking in the kitchen."
 - Encourage problem-solving and compromising techniques: "How could you use your words to tell John that you would like to have a turn with that truck?"
 - Examples of reminder statements:
 - "Remember to sit down when you slide"
 - "Keep the puzzle on the table."
 - "Use your "inside voice" when you're inside."

Our educators **refrain** from the following practices as these practices hinder the positive independent learning of the children:

- Intentionally interfering in a child's activity unless guidance or redirection is required.
- Address a child harshly with intimidation or ridicule.
- Discussing a child within the presence of the child and/or other children.
- Visiting with other adults while in the classroom.
- Engage in negative conversations about the children, families, or colleagues
- Physically restrict a child in any way unless the child's actions would bring harm to him/herself or others.

Discipline: The LSU Early Childhood Education Laboratory School employs a positive method of discipline and maintains a safe, nonthreatening environment that correlates with both theories of child development and the Center's mission. Educators engage in the following disciplinary practices:

- Provide positive logical consequences or choices: ("You are having difficulty playing with the blocks without throwing. I need you to choose another place to play.")
- Model effective ways to express feelings and emotions: ("I do not like it when you grab the book from my hands. Please tell me that you would like to see it.")
- Provide supervision to all children at all times regardless if the child has been removed

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from the group for disciplinary reasons.

There are times when the above techniques appropriate for the situation have been tried and the undesired behavior continues. If so, a child over the age of two may be instructed to move to a quiet area by himself/herself (in the presence of a caregiver) until he/she is able to appropriately return to the activity. The child's age in years will determine the number of minutes away from the group. This quiet time is intended for the child to regroup and reflect on his/her actions.

The following disciplinary practices are strictly prohibited as these practices hinder the positive independent learning of the children:

- No child shall be subject to physical punishment, corporal punishment, verbal abuse, or threats by educators, staff, volunteers, or parents while on the center's property.
- Cruel, severe, unusual, or unnecessary punishment shall not be inflicted upon any child.
- No child or group of children shall be allowed to discipline another child.
- No child shall be deprived of meals or snacks or any part thereof for disciplinary reasons.
- Written or verbal reports to parents regarding conflicts or disagreements between children **shall not** include the name of the child or children who were involved.
- No child will be subjected to spanking, yanking, shaking, pinching, extreme temperatures, or other measures producing physical pain.

Any form of punishment that violates the spirit of the following standard of discipline is prohibited by anyone on the premises of LSU ECELP. Parents are also prohibited from using corporal punishment on the premises of LSU ECELP.

Any use of the restricted practices shall be grounds for immediate termination of educators, staff, volunteers, student workers, or student trainees.

Biting: Biting is a sign of development and are often unavoidable occurrences within group child care, especially with toddlers. When it occurs, it can be scary, frustrating, and stressful for children, parents, educators, and staff.

The following are potential reasons a child may bite: teething, impulsiveness, excitement, overstimulation, or frustration. Biting can also occur when a child experiences a language delay and has difficulty expressing their needs. As advocates for young children, if we feel that your child needs more support than we can provide, we will request that you seek out more specialized services from the school system or other providers in order to maximize your child's educational trajectory.

The educators at LSU ECELP have been trained to respond to a child's biting behavior using the following techniques provided by [Zero to Three](#):

- Give attention to the bitten child.
- Have the child who did the biting help care for the bitten child (e.g. hold the ice,

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- comfort, etc.).
- With the child who bit, discuss the effects and consequences on a developmentally appropriate level.
 - “Biting hurts. You hurt your friend.”
 - “Why did you bite?” “What is something else you could have done that would not have hurt your friend?”
- Examine the context in which the biting occurred and look for patterns.
 - Was it crowded?
 - Were there too many toys? Were there too few toys?
 - Was the biting child getting tired/hungry/frustrated?
- Provide reinforced instruction in non-biting responses within social contexts.
- Acknowledge appropriate behavior in potential biting situations.
- Consider changes to the room environment that may minimize congestion, commotion, or competition for toys and materials, or child frustration.

Educators will abide by the following procedures if a child is bitten (Bulletin 137):

- Wash the wound with soap and water and apply ice.
- If the bite breaks the skin, the parent and the Director, Assistant Director, or director designee will be notified.
- An accident report will be written and the families of both children will be contacted.

When biting changes from a relatively unusual occurrence to a frequent and expected occurrence, educators will address the situation with additional precautions:

- Record each occurrence, including attempted bites, with the location, time, participants, and circumstances.
- “Shadow” children who indicate a tendency to bite.
- Request a parent/teacher conference to discuss a behavior management plan.

A consistent approach between home and school is always the most effective way to solve any behavior issues. If biting seems to have become a pattern for a particular child, appropriate staff will meet with the child’s parents with LSU ECELP Administration. In such cases, a behavior intervention plan will be discussed with the family which will include methods to provide positive reinforcement and promote positive behavior. If biting persists despite the consistent implementation of these strategies, LSU ECELP may recommend additional evaluation or support services and will continue to partner with the family to determine the most appropriate next steps to support the child's success while maintaining a safe learning environment for all children.

Child Nutrition

Nutrition Guidelines

LSU ECELP abides by all applicable restrictions and guidelines regarding food safety set forth by the Louisiana Department of Health, the Louisiana Department of Education, and the United States Department of Agriculture.

Infant Nutrition

Young infants are fed according to their own schedule. Their eating needs will change and be adjusted to align with the group schedule once they grow and begin eating solid foods. The feeding schedule is individualized for each infant yet flexible enough to accommodate the child's daily needs.

Breastfeeding

Breastfeeding mothers are welcome to do so within the program and are encouraged to drop by for feedings. The program supports breastfeeding mothers by providing a comfortable, quiet space for them to be with their babies to minimize interruptions while feeding within the classroom. Breastfeeding mothers may also pump while at the center. All breast milk must be sent in prepared bottles that are dated (expressed date and current date) and labeled with the child's name.

Bottles

Parents of registered infants are welcome to feed their infants at any time in the classroom or designated area. Parents of bottle-fed babies will need to provide 3 – 4 prepared bottles with nipples and lids that are labeled with their child's full name and date. Unused and empty bottles will be sent home each day. Glass bottles are not permitted. USDA allows one month after a child's first birthday to continue with formula. If formula is served past age 13 months, then a doctor's note is required.

Bottles must follow the following guidelines:

- Plastic bottles must be brought to school prepared and labeled with nipples and lids daily.
- Labeled bottle cap and bottle with child's full name. These [labels](#) are most commonly used.
- All breast milk bottle labels must include the date the milk was expressed.
- All bottles must be picked up at the end of each day. **Any bottles left in the refrigerator upon closing will be discarded.**
- LSU ECELP does **not** use a microwave oven or bottle warmers to warm bottles or infant food. Warm water is used to warm bottles.
- Bottles may not be warmed to a temperature of more than 120° Fahrenheit.
- Bottles are used only for breast milk or formula.
- Authorization by a pediatrician is required in order for cereal to be added to a bottle.

- Fresh breast milk can be stored for 24 hours in the refrigerator or up to two weeks in the freezer. Milk that exceeds this time frame is discarded.
- Cow's milk is not provided to children younger than 12 months.
- Whole milk is served only for children of ages 12 months to 24 months.

Juice and/or water are NOT served in bottles or spill-proof cups to infants under the age of 12 months without a physician's written statement of authorization.

Infants receive personalized attention and are held for each bottle-feeding. Bottles are never propped and never given while in a crib or on a cot. Children do not carry bottles or sippy cups while crawling or walking. **Contents remaining in a bottle are discarded within one hour.** Parents are notified immediately if the child's bottle supply is depleted and/or inadequate.

LSU ECELP works cooperatively with the families and their child's routine; however, bottles are not common practice for children 12 months of age and older.

Spill Proof Cups

LSU ECELP will provide individually labeled spill-proof cups (sippy cups) when a child is 12 months of age or sooner upon parent request. Only formula or breast milk may be served in a sippy cup to children under the age of 12 months.

Sippy cups or straw cups from home are NOT permitted within LSU ECELP and will not be stored in refrigerators.

Beginner Foods

As an infant grows and becomes more adept at eating, he/she will start to eat cereals, jarred foods, and eventually table foods. Gradually the child will begin to use their fingers for eating "finger foods". It is recommended that infants try new foods at home first, and then, parents may request the new food to be incorporated into their child's day at school. All food products must be commercially purchased, packaged, and factory-sealed. Dry cereal and/or commercially prepared baby food must be provided *unopened* and *clearly labeled with the child's name*. Dry cereal must be left with specific mixing directions and cannot be mixed with juice. Baby food must be factory-sealed. Infants' transition to table food and snacks from the kitchen at 12 months. However, children may begin eating food from the kitchen as early as 10 months with a physician's note.

To protect the health and safety of all children, LSU ECELP does not accept homemade baby food under any circumstances, including cases accompanied by a physician's note.

Additionally, LSU ECELP does not participate in baby-led weaning. To ensure full compliance with child care licensing regulations and safety protocols, the center will exclusively serve age-appropriate foods prepared by LSU Dining in accordance with our established infant feeding practices.

Special Diets

All requests for special diets require documentation supporting the request and must be given to the Director and the child's educator. Special diets due to preference or religious reasons must be clearly documented by the parent and include a comprehensive list of all prohibited foods. Children with special diets due to food allergies and/or intolerance must have a written note from the child's doctor (primary doctor or allergist) regarding the special diet. The physician's statement is required to include a comprehensive list of ALL prohibited foods.

Requests for special diets and food substitutions are reviewed on an individual basis. LSU ECELP will make every effort to accommodate special diets due to allergies and religious beliefs by providing alternate foods during regularly scheduled meal times. However, in the event that the program cannot meet the dietary needs of a child, LSU ECELP will work collaboratively with families to explore appropriate supports within our program guidelines to ensure each child's nutritional needs are met.

Child Health

Children's health and well-being are a priority in our program. Young children are growing and building up their immune systems. Policies are in place to help teach children healthy habits and minimize the spread of illness. These policies are developed with guidance from a Child Care Health Consultant in order to meet state and national health regulations. Parents and staff work together to keep children healthy and prevent the spread of contagious illnesses and disease.

Sanitation and Illness Prevention

LSU ECELP takes precautions to prevent the spread of germs and illness. Teaching staff receive Health and Safety training each year. Program health and safety policies are reviewed with students and volunteers annually. Some of the policies include:

- Volunteers, and children must wash their hands with soap and water for 20 seconds after using the toilet and before eating. Staff must wash hands with soap and running water **before and after** changing a diaper, assisting a child with toileting, feeding a child or handling food, and caring for a child with symptoms of a communicable disease. Children wash their hands before and after eating and after they use the restroom.
- When putting children down for a nap on cots, the cots must be spaced at least 18 inches apart and children should be arranged in a head to foot arrangement.
- All toys are sanitized at the end of each day. Toys and objects put in the children's mouth are washed and sanitized daily.
- Children wash hands before and after water play. Water in the water table is replaced each day.
- Draining or oozing cuts or sores shall be covered.

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- Blood-contaminated material and soiled diapers shall be put in a plastic trash bag and tied then, put in the plastic lined trash can.

Staff use the following procedures when handling blood, and blood containing fluids and wound exudates of all children in the center.

1. For spills of vomit, urine, and feces on floors, bathrooms, table tops, toys, kitchen countertops, and diaper changing tables shall be cleaned and disinfected.
2. For spills of blood or blood-containing body fluids and injury and tissue discharges, the area shall be cleaned and disinfected. Gloves shall be used in these situations unless the amount of blood or body fluid is so small that it can be easily contained by the material used for cleaning.

Persons involved in cleaning contaminated surfaces avoid exposure of open skin sores or mucous membranes to blood or blood containing body fluids and injury or tissue discharges by using gloves to protect hands when cleaning contaminated surfaces.

Immunization Records

Our primary goal is to ensure the health, safety, and well-being of every child in our care. To maintain a clean and healthy environment, we require families to keep staff regularly updated on their child's health status.

LSU ECELP requires a current record of each child's immunizations, which must be updated continuously in accordance with state guidelines. In strict compliance with Louisiana child care licensing regulations, all submitted immunization records must be official copies bearing the state seal (e.g., the Louisiana LINKS registry record). Please note that printouts or screenshots from patient portals, such as MyChart, cannot be accepted.

According to the Louisiana State Board of Licensing, we are required to follow the state's immunization schedule according to the EPSDT schedule as outlined below. Children may be excluded from the center if their immunizations are not up-to-date. The Louisiana Department of Health and Hospitals requires any child who is not immunized due to health reasons or family beliefs to be excluded if there is a report within the program of any vaccine-preventable disease to which children are susceptible. The recommended immunization schedule is below.

<u>AGE</u>	<u>IMMUNIZATION</u>
Birth	HBV
2 Months	DTaP, HIB, IPV, HBV, PCV7, Rotavirus
4 Months	DTaP, HIB, IPV, PCV7, Rotavirus
6 Months	DTaP, HIB, PCV7, Rotavirus, IPV, HBV
12-15 Months	MMR, VAR, PCV7, HAV
15-18 Months	DTaP, HAV, HIB
4 Years or prior to school entry	DTaP, IPV, MMR, VAR

Emergency Information

Each child must have a statement signed by the parent or guardian to obtain or administer emergency care. Emergency numbers for reaching the parent or guardian and another authorized person must also be on file and updated each year during annual enrollment.

Daily Health Inspections

Parents are expected to examine their child daily prior to arrival and report any illnesses, bruises, scratches, bumps, or rashes to the child's teacher. The educators perform daily health checks as the children arrive through a visual examination of each child for bruises, scrapes, insect bites, rashes, and/or possible symptoms of contagious illness or disease (as required by licensing). The educator will request parents' explanations for any of the above visible irregularities or symptoms.

Existing Medical Conditions & Special Needs requiring Medication

Families are encouraged to notify the program of any diagnosed medical conditions pertaining to their child. This will enable the program to provide the best care for the child and help meet their needs. All medical information and conditions will be kept confidential within the administration and/or classroom teachers unless parent consent is obtained for further release.

Any child that has been diagnosed by a physician as having a severe allergy and/or special health needs (i.e. feeding tube, seizures, diabetes) are required to have an Emergency Medical Plan completed by a physician. Based on responses on the enrollment packet forms and emergency medical information, the program may require additional information regarding medication administration and/or medical needs. In the event that an EpiPen® is used during school hours, the school will notify EMS of the child's exposure to the allergen. EMS will be available to assist in the event of a severe reaction.

The following must be updated by a physician every 6 months:

- Emergency Medical Plan
- Authorization Forms
- Side effects sheet (from the Pharmacy)

Medication Administration

To minimize disruptions and ensure child safety, medications prescribed for three (3) times a day should be administered at home (e.g., before school, immediately upon returning home, and at bedtime).

The center will only administer medications at school if they are:

- Required more than three times a day,
- Necessary at specific intervals during school hours, or

- Needed for emergency medical conditions.

Both prescription and over-the-counter (OTC) medications will only be administered if accompanied by a formal order from a licensed physician, with accompanying forms from the Louisiana Department of Education.

Authorized Staff & Training Compliance

Medication will be administered exclusively by a designated administrator or teaching staff. In strict compliance with state licensing regulations, only personnel who have successfully completed certified Medication Administration Training are authorized to give medications. LSU ECELP student workers, student trainees, and volunteers are strictly prohibited from administering medication to children under any circumstances.

Storage of Medication

Emergency medication is the only medicine that may be stored long-term at the Center, and must be done so through the front office. This includes medicines such as EpiPens and asthma pumps. All other medicine should be picked up from the front office each day. All medications MUST be locked while at the center. Medication may not be stored in the child's diaper bag, backpack, and/or refrigerator at any time.

Parent Administration of Medication

If a dosage must be given at the center, the parent is encouraged to make arrangements to administer the medication. Anytime a parent administers medicine to a child, the center must be notified of the name of the medication and possible side effects. Parents must complete the medication log when administering medicine at the preschool and following the procedures in the next section. Medication should not be used to keep a child in school for reasons which he/she would otherwise be excluded (i.e. fever, vomiting, diarrhea, etc.).

Procedures for Administration of Medication

The following requirements and procedures will be followed for a child to receive medication during school hours.

1. The first dose of any medication must be given at home so the parent can monitor the child for reactions.
2. All prescribed medicines must have the original prescription label which includes the following information:
 - a. child's first and last name
 - b. date the prescription was filled
 - c. expiration date
 - d. name of medication and strength
 - e. physician's name
 - f. Instructions for administering, including dosage and route.

3. A sheet listing the possible side effects is also required for all medication. This is often provided by the pharmacy.
4. The appropriate medicine spoon, dropper, or cup must be included with the medicine. Parents must provide the medicine and a dispenser in a small Ziploc bag labeled with the child's name.
5. Parents must complete the Permission to Administer Medication Form in order for a child to receive medicine at the center. No medications will be administered without this signed permission form with a side effects sheet attached.
6. Any over the counter medication must have a written statement from a physician with instructions for administering the medication.
7. Breathing treatments or inhalers must have very specific instructions in writing from the doctor that indicates when the treatment should be provided.
8. No medication shall be added to a bottle.
9. Parents should check each day to be sure the child received his/her medicine. This will be documented on the Permission to Administer Medication Form.

Stock Medication Policy

The Licensing Division of the Louisiana Department of Education (April 2025 Bulletin 137 revisions) allows centers to have stock emergency medications. LSU ECLEP will NOT maintain any stock emergency medications. Examples of stock medication may include, but are not limited to, the following: Epinephrine, Albuterol, Naloxone, and Glucagon.

Topical Ointments - Diaper Cream, Insect Repellent, & Sunscreen

Topical products, including diaper rash ointment, sunscreen, and insect repellent are considered topical medications and will only be applied when necessary and with proper parental consent. An authorization form for topical ointments shall be updated at the beginning of every school year. Parents are expected to apply these products before they drop-off their child at school. Staff may re-apply the products during the day if needed per the instructions. Insect repellent will not be applied to children more than one time per day. Parents are responsible for providing topical ointments that meet the following guidelines.

- Non-aerosol sunscreen
- Sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher
- Insect repellent that includes DEET or an acceptable alternative approved by the Louisiana Department of Health & Safety
- Insect repellent can only be used on children over 2 months of age
- All topical ointments are labeled with child's name
- Products that combine sunscreen and insect repellent are not acceptable.
- Other ointments are subject to administrative and parent consultation/approval, i.e., anti-itch cream, lotion, skin protectant, etc.

Illness Guidelines

Contagious illnesses spread in group care through touch and in the air, which makes it very important for ill children to not be around other children. Families are often the first to notice signs of illness. Early signs of illness may include:

- Change in appearance (pale, rash, flushed, etc.)
- Change in behavior
- Irritable, tired, or uninterested in usual activities
- Loss of appetite

Families are expected to keep their child home if they are ill and to promptly notify the center of any illness-related absences.

LSU ECELP is not licensed or equipped to provide care for ill children. The center will notify parents and require a child to be picked up if they exhibit an illness that prevents them from comfortably participating in daily activities, or if their condition demands a greater level of care than the staff can provide without compromising the supervision, health, and safety of the other children.

Additionally, if a child is clearly distressed or unwell, even in the absence of excludable symptoms, and requires the continuous, one-on-one attention of a teacher, families will be contacted to pick up their child so that proper classroom ratios and supervision can be maintained for the rest of the group.

When a child develops symptoms of any illness at LSU ECELP the following will occur:

- The parent or guardian will be immediately notified.
- The child will be isolated from other children if a contagious illness is suspected
- A parent or authorized adult will pick up the ill child within an hour of notification
- Exclusion forms may be provided to the parent if the center suspects a possible spread of illness or disease.

Exclusion

The decision for keeping a child at home or to send a child home from LSU ECELP is based on the comfort of the ill child, the protection of well children and staff, the resources available to the program to meet any special care that is required, and the needs of families (NAEYC guidelines). Potentially contagious individuals, staff or children, **are excluded** from the center until no longer contagious. LSU ECELP reserves the right to request a physician's statement of eligibility to return to group care.

With contagious diseases or parasites, a child must be kept at home. Some of these are lice, impetigo, measles (red or German), chicken pox, mumps and roseola. If a child is underimmunized or the program has not received up-to-date immunizations, a child may be excluded if a vaccine-preventable disease occurs in the program.

The waiting periods required after the onset of treatment vary with the illness. With many illnesses, children are not contagious one day after beginning treatment (e.g. strep throat, conjunctivitis, impetigo, ringworm, parasites, head lice, and scabies). For example, if the doctor places a child on an antibiotic for an ear or throat infection, the child should not be brought to the center until he/she has been on the medication for at least 24 hours and is fever-free without over-the-counter medication. Children who are chronic carriers of viral illnesses such as molluscum contagiosum, cytomegalovirus (CMV), and Herpes simplex are allowed to attend school. However, sores and rashes must be covered at all times to reduce the spread of illness.

The chart below provides the recommended exclusion periods for various illnesses. A doctor's excuse does not necessarily determine a child's date of return. Periods may be extended beyond those provided in the chart or provided by the doctor, depending upon the individual conditions.

Symptom	Should child/staff stay home?	Illness/Infection When can a child/staff come back?
Chicken Pox	YES	When all the blisters/pox have scabbed over
Cold	NO (without fever) YES (with fever)	Refer to Fever
Covid	YES	The updated Respiratory Virus Guidance recommends that people stay home and away from others until at least 24 hours after both their symptoms are getting better overall, and they have not had a fever (and are not using fever-reducing medication). Note that depending on the length of symptoms, this period could be shorter, the same, or longer than the previous guidance for COVID-19. See fever and RSV.
Hand, mouth, and foot disease (Coxsackie)	YES	Children can return when all of the following conditions apply: • The rash is no longer spreading • There are no open sores • The child is not drooling due to mouth sores • The child is not lethargic • The child has been fever free for 24 hours without medication
Diarrhea (two or more watery stools or one watery stool accompanied by one other sign of illness)	YES	Diarrhea is resolved.
Ear Infection	NO (with doctors' diagnosis and no fever) YES (with fever)	Refer to Fever
Fever of unknown origin (100 degrees F oral or 101 rectal or higher) and some behavioral signs of illness	YES	Free of fever for 24 hours and fever reducing medications have not been given in the past 8 hours or on prescribed

medication for 24 hrs.

Fifth Disease	NO (without fever) YES (with fever)	Refer to Fever
Flu	YES	Refer to Fever; and when child is able to participate in all activities
Giardia	YES	When diarrhea subsides or Doctor approves readmission
Hib disease	YES	Well and proof of non-carriage or cleared by Physician.
Hepatitis A	YES	One week after illness started and fever is resolved
AIDS (or HIV infection)	YES	Until child's health, neurologic development, behavior, and immune status is deemed appropriate (on a case by case basis) by qualified persons, including the child's physician chosen by the child's parent or guardian and the Director.
Impetigo	YES	24 hours after treatment has begun
Lice	YES	When 1 treatment has been given
Meningococcal disease (Neisseria meningitidis)	YES	Well and proof of non-carriage
Molluscum contagiosum	YES, once seen by a doctor and/or started treatment	The spots will need to be covered to return to school.
Pink Eye	YES	24 hours after treatment has begun
Undiagnosed generalized rash	YES	Well or cleared by child's physician as non-contagious
Ring Worm	No (keep area covered)	
Roseola	YES (with fever)	See fever
Rotavirus	YES	24 hours after treatment has begun and fever free
RSV (and other respiratory infections including bronchitis and pneumonia)	YES	See Fever; They should also be eating and drinking well, and their cough should not be very frequent or distressing.
Severe Cold (with fever, sneezing, and nose drainage)	YES	Refer to fever
Thrush	NO (should seek treatment)	
Any child with a sudden onset of vomiting, irritability or excessive sleepiness	YES	Evaluated and cleared by a physician

Abuse and/or Neglect

LSU ECELP staff and volunteers are legally and ethically required to report child abuse to the local child protection agency, in accordance with LA R.S. 14:403. If you see a child being abused, observe suspicious marks on a child, or a child says something to you that causes you to be suspicious, please share this information with the director. For more information about the definition of abuse and neglect, follow the link to the [Department of Children and Family Services](#).

**** Nothing shall prohibit the court from ordering medical services for the child when there is substantial risk of harm to the child's health or welfare.****

Child Safety

LSU ECELP strives to create and maintain a safe environment for children. Monthly facility inspections are conducted and any issues are reported to LSU's facility services. Daily safety checks are conducted in the classroom and outdoor environment. Classrooms are furnished with age-appropriate furniture from approved early childhood vendors. The environment is handicap accessible and provides safe play areas for children.

LSU ECELP **prohibits the use or possession of the following items by anyone on the premises:** alcohol, tobacco, illegal substances, unauthorized potentially toxic substances, firearms, fireworks, and pellet or BB guns (loaded or unloaded). All of the previously listed items are not allowed on the premises, which includes inside the facility, on the playground, or on site of any school-sponsored event. LSU's campus is a smoke-free environment and smoking is NOT permitted on, near, or around LSU ECELP property. Please refer to LSU Policy document PS-67, regarding the misuse of drugs or alcohol.

Supervision Expectations

ECELP educators practice active supervision at all times to ensure the safety and well-being of every child. Children shall never be left unattended, and staff are expected to devote their full attention to supervising, engaging with, and meeting the needs of the children in their care. Administrative tasks and other duties (i.e. Brightwheel updates) will be managed in a manner that does not interfere with the continuous supervision of children or participation in their learning and activities.

Security Features

Families are provided with an access code to gain entry to the front door of the facility. Parents should only share this code with those family members who regularly pick up or drop off their child. In the event that families provide an access code to someone who is later removed from their child's master release form (i.e. a babysitter) it is the family's responsibility to request a new code from administration.

Each individual pick-up person also creates an individual code to use to check a child in or out of school. This code is individualized per person and should not be shared among family members or others. The individual code provides an accurate record of who brings a child to school and who picks up a child each day.

LSU ECELP is equipped with surveillance videos for security purposes. Families are not provided access to video recordings. When needed, video footage can be accessed by LSU administration and LSU Police Department to review incidents or complaints.

Emergency and Evacuation Plans

LSU ECELP's Emergency Plan is developed in conjunction with LSU's Office of Emergency Preparedness. Children participate in emergency drills throughout the year. Fire drills are held monthly, in accordance with the policy set forth by the Louisiana State Fire Marshal and the Department of Children and Family Services. Tornado drills are practiced during the months of March, April, May, and June per licensing regulation. Lockdown drills are practiced once a year per licensing regulations; teachers frame lockdown drills as a safety drill to help students understand the importance of staying safe during emergencies.

Emergency and evacuation procedures and plans may be found in each classroom as well as at the [following link](#). In the event LSU ECELP must be evacuated, the center's evacuation location is the **Transportation Training and Education Center (TTEC) located at 4099 Gourrier Ave. (next to the center)**. The Louisiana Training and Research Center (LTRC) at 4101 Gourrier Ave. is a secondary evacuation location. If an alternative location is needed, it will be arranged by LSU's Emergency Operation Center or LSU Police Department.

If a teacher senses a fire, he/she is asked to immediately pull the alarm box. As the center is being evacuated, the teacher should tell the director or assistant director who pulled the alarm and describe what prompted the person to do so. When the alarm sounds, the police and fire departments will be automatically notified. If the alarm does not sound, police and fire departments are not automatically notified, then they must be notified by telephone immediately. Whether the alarm sounds, or individuals are otherwise notified to evacuate, staff members will follow the fire drill procedure.

LSU ECELP's first priority during an emergency is keeping children safe. Individuals (including children) are not allowed back onto center premises until the director or the on-site fire department official declares the building is safe. During a lockdown, children and staff are evacuated once an all clear is provided by law enforcement.

Emergency Text Messaging Service

* All parents are encouraged to sign up for LSU's emergency text messaging system, LSUalert.*

The Emergency Operations Center on the main LSU Campus will notify parents that have registered with the text system for the following conditions: Armed intruder, inclement weather, fire, flooding, and loss of utilities/sewer line damage, hurricane, large vehicle crash, and chemical spills.

Inclement Weather

If inclement weather occurs outside of Center hours, any closure notices will be posted using the following methods:

- e-mail and/or Brightwheel messaging
- LSU's website at www.lsu.edu/eoc

- LSU ECELP's Social Media Pages
- Local radio and television stations
- LSU campus radio station- KLSU 91.1 FM

If severe weather occurs during school hours and there is a need for early dismissal or closures, families will be notified as quickly as possible. A minimum of two ECELP employees must remain until the last child is picked up.

Transportation

LSU ECELP does not transport children from home to the Center, or from the Center to home, or from any area school to the Center. In the event of an emergency that requires an evacuation outside of a safe walking distance, LSU ECELP will coordinate with LSU's Emergency Operations Center for transportation.

Non-Vehicular Excursions

A non-vehicular excursion is defined as a period of time when the children are not in the School or play yard and are not in a vehicle. LSU ECELP considers a non-vehicular excursion a walk with the children in the immediate area surrounding the School. Each family is asked to provide consent for non-vehicular excursions during enrollment that will grant the school permission to include their child on the walk.

Walking Field Trips

Walking field trips are limited to the LSU Campus and require parental permission. Families are notified of the destination, date, time, and price (if any). All educators attending the field trip are CPR/First Aid certified and must maintain the proper student to educator ratio at all times. A backpack with a first aid kit, a communication device, and any other necessary supplies are provided for each field trip. Parents are encouraged to attend.

Photography, Videotaping, and Digital/Audio Recordings

LSU ECELP utilizes a video surveillance and recording system throughout the interior and exterior of our facility. Additionally, we capture photographs, digital records, video, and audio of the children for educational and classroom decoration purposes (such as bulletin boards and cubby labels). By signing the media release form, you grant permission for your child's photos and videos to be featured on LSU ECELP's social media pages and in LSU publications related to early childhood education (e.g., research flyers, publications, and LSU blog posts).

Parents are allowed to photograph, digitally record, video tape, and/or take audio recordings during program events. Written parental permission for each child is required upon enrollment. LSU ECELP strongly discourages the placement of classroom photos on Facebook or other forms of media without the consent of each child's parents.

A separate written permission slip will be solicited from families that choose to allow their child

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to participate in an event affiliated with an outside entity that requires the use of any type of photographs or recordings. Information regarding date and use will be provided for these situations.

Accidents and Injuries

All accidents and injuries are reported to LSU ECELP administration and documented on an accident report immediately, no matter the significance. The parents are given a copy of the report at the end of the day and the original report remains in the child's file.

Parents are contacted immediately in the following situations:

- Blood not contained in an adhesive strip.
- Head injury.
- Human bite that breaks the skin.
- Animal bite.
- An impaled object.
- Broken or dislodged teeth.
- Injury requiring professional medical attention.

Medical Attention

All full-time staff and many student staff are trained in CPR and First Aid. First aid kits are in each classroom and the Center provides Band-Aids® and/or ice as needed.

EMS is called immediately if:

- The center believes the child's life is at risk or there is a risk of permanent injury.
- The child has difficulty breathing, unable to speak, skin/lips look blue, purple or gray, vomiting blood, significantly dehydrated, or becomes less and less responsive.
- The child has rhythmic jerking of arms and legs and a loss of consciousness (seizures).
- The child has any of the following after a head injury: Decrease in level of alertness, confusion, headache, vomiting, irritability or difficulty walking
- The child has increasing or severe pain anywhere, severe stiff neck, headache, and fever.
- The child has a cut or burn that is large, deep, and/or won't stop bleeding.

After EMS is called, the child's parent/guardian is notified.

If the situation is in need of medical attention, but not necessarily in need of ambulance transport, the situation is handled by notifying the parent/guardian of the child's condition. If the parent/guardian cannot be reached within an hour of the incident, EMS is called and the child is transported to the hospital.

The following situations require medical attention within one hour:

- Fever in any age who looks more than mildly ill.
- Fever in a child less than 2 months (8 weeks) of age.

- A rapidly spreading purple or red rash.
- A large volume of blood in the stools.
- A cut that may require stitches.
- Any medical condition specifically outlined in a child's care plan requiring parental notification.

Communication

Effective communication with families strengthens the quality of the program. Staff-family communication should include opportunities for obtaining information about the child in care, and encouragement of family involvement within the program. Staff are encouraged to communicate with parents through a variety of means including orientation activities, telephone, face-to-face conversations, notes, or newsletters. Staff are NOT permitted to communicate with families via social media sites, such as Facebook, Instagram, etc.

If parents have a concern, they are encouraged to first talk to their child's teacher. If they do not reach a resolution, they are encouraged to utilize the chain of command and contact the Assistant Director, the Director, as needed until the issue is resolved. Contact information for the College of Human Sciences and Education liaison is available on the center's website and also at the reception desk.

Communication in Home Language

LSU ECELP's staff primarily use English for daily communications. Resources are available to the program and families for communications that may require translation of oral or written language. Parents and staff are encouraged to notify administration in order to request communications in a family's home language.

Classroom Communication

LSU ECELP teaching staff use a variety of methods to communicate with families in order to strengthen the connection between the home and school. This includes the following:

- Each classroom has a parent bulletin board containing information for your child's classroom.
- Weekly emails/newsletters are sent summarizing the learning for the week.
- Brightwheel is updated daily to keep families informed. As children grow older and become more verbal, they can communicate about their day directly, so the volume and detail of these digital updates will naturally decrease.
- Teachers use an online portfolio system to collect documentation such as photos and anecdotal notes related to a child's learning and development.
- Teachers provide information on classroom and school activities in which parents can get involved.
- Teachers may call parents/send Brightwheel messages to relay important information about their child's day.

- Teachers are available to respond to email/Brightwheel messages daily during children’s rest time. We strive to answer all messages within 24 hours during the work week.
- Parent-Teacher Conferences are scheduled annually. Conferences are an effective way to update parents on their child’s progress and to discuss any areas of child concern. Teachers and parents exchange information and set goals for the child.
- Parents are welcome to arrange additional meetings with their child’s educators.

**** We encourage parents to share with the educator any events or information that may be pertinent to the family &/or child.****

Family Involvement

Parent Auxiliary Council (PAC)

The PAC’s mission is to enhance and support the educational experience at LSU ECELP, to develop a closer connection between school and home by encouraging parental involvement, and to provide volunteer and financial support.

The PAC organizes several program events such as Restaurant Nights, End of the Year Bash, Fall Fest, and Staff Appreciation Week. LSU ECELP PAC is not a policy-making body and does not address or mediate individual concerns between parents and educators.

Family Education

As a model demonstration school, LSU ECELP strives to partner with local organizations and campus entities to support families through meaningful engagement opportunities. Parent workshops are offered as opportunities arise on a variety of topics designed to strengthen the home-school connection. Workshop topics address common parenting issues and may include suggestions gathered from families. Families are encouraged to attend and to invite other parents who may benefit from these informative sessions.

Family/School Events

There are several family/school events scheduled throughout the school year, which are coordinated through the Parent Auxiliary Council (PAC). Information will be posted prior to the event and parents & family members are encouraged to volunteer and attend.

Aug/September	Beginning of Year Meet & Greet	April	Week of the Young Child
	Individual Pictures		Grandparents’ Day
October	Fall Fest	May	B&N Book Fair (Perkins Rowe) Location
			Teacher Appreciation Week
November	Lunch with Loved Ones	June (Fridays)	Preschool Promotion Celebration
December	Winter Parties	July	Splash Days
			New Family Orientation + Playdate
February/March	St. Jude Trike-A-Thon		End of the Year Bash
	Group Pictures		

Newsletters

Each month LSU ECELP provides families with an electronic newsletter that includes program updates, resources for families, and information about upcoming and past events. Families are encouraged to share personal accomplishments which are also featured in the newsletter (i.e. graduation, promotion, awards).

Volunteer/Visitor Policy

Keeping an open line of communication between the Center and families ensures that the best interests of the children are served, both at home and at the Center. All parents are encouraged to visit, telephone, and send notes whenever they deem necessary. An open door policy for families, university faculty and staff, and the community to visit at any time shall be maintained. If a parent needs to discuss a problem or needs more detailed conversation, we ask that a conference time be set up with the child's teacher or administration. This will prevent staff from leaving children unattended.

All visitors, other than parents, must register at the front office and are not permitted in the classroom except by prior arrangement. Background checks are required for visitors and volunteers working with children. All other visitors must be accompanied by a staff person at all times.

Classroom Pets / Visiting Animals

Classroom pets must meet the guidelines set forth by the Louisiana Department of Health. Any visiting pets or resource visitors must be approved by the administration at LSU ECELP. All pets visiting the Center are required to have documentation from a veterinarian or an animal shelter to show that the animals are fully immunized.

Celebrations / Special Events / Birthdays

Any holidays and/or celebrations are respected as important events. Our program's curriculum is not holiday driven, therefore, holidays are not celebrated. LSU ECELP strives to identify individual similarities and celebrate individual differences. Parents and teachers will work together to plan appropriate and inclusive holiday-related events.

Good nutrition is vital to children's learning and physical development. [LSU ECELP's Birthday Celebration Policy](#) has been designed to encourage the development of good eating habits that will last a lifetime. Children with birthdays within days of each other may be asked to celebrate on the same day to minimize disruption to classroom routines. Parents may also celebrate a child's birthday on their actual day by bringing in a healthy birthday snack or choosing a non-food birthday option. All food items must be nut-free and store-bought. Home-made items are not allowed. Please let your child's teacher know in advance of your child's birthday and check for any allergies of children in your child's class.

****Latex balloons/candles are NOT allowed for any celebrations at LSU ECELP.****
****Any outside food must be store bought (not home-made).****

Fundraising

The Parent Auxiliary Council and the College of Human Sciences & Education coordinate fundraising activities to help support LSU ECELP. Tuition does not cover the total cost of materials and personnel so the preschool depends upon the parent community and others to spearhead fundraising efforts. Money raised through fundraising activities may be used for enhancing the inside/outside environment, contributing to educator's professional development, enrichment materials, or other program goals and initiatives.

Room Parents

A room parent is an adult who assumes the representation of his/her child's current class. Some classes may choose to have more than one room parent.

Responsibilities of the classroom representative include:

- Communicating with each family and educator in his/her particular class.
- Acting as a conduit of communication between administration and families.
- Working closely with the educator to organize classroom celebrations, parties, and special events.

The classroom representative will receive e-mail addresses for each family in order to communicate with parents in the classroom. Parents may opt out if they prefer not to be included in the classroom email list. Please note that we will NOT share your information with other families or with the PAC; this is a voluntary process and will be initiated by the PAC.

Family Evaluation of LSU ECELP

Families are asked to complete an annual evaluation of LSU ECELP. The evaluation evaluates the quality of services being provided and helps ensure that LSU ECELP is meeting the needs of the LSU community.

Babysitting

The use of employees, student workers, or volunteers as private, personal babysitters is not encouraged at LSU ECELP. The program is not held responsible or liable if a child is placed under the independent care of any employee, student worker, or student trainee as a babysitter.

Gift Giving

Excessive gifts may add stress and competition between staff and families. Home-made items, cards, or notes of appreciation are always welcome. Group gifts for the classroom, such as a book for the school library, are encouraged. Teacher Appreciation Week is a time when the

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parent committee assigns gift ideas and/or themes for each day. Participation is voluntary.

Gifts are not to be given or received with the intention of influencing someone, obtaining something in return, or as compensation for past or future actions. For more information, please see the State of Louisiana's Code of Governmental Ethics R.S. 42:1115 ©2012 (*Acts 1979, No. 443, §1, eff. April 1, 1980; Acts 1983, No. 403, §1; Acts 1987, No. 730, §1.*).

General Policies

Tours

LSU ECELP serves as a model child care facility, therefore tours are welcome. If a potential client, university faculty or staff, or member of the community requests a tour, then it shall be arranged by the administration.

Student Observers & Researchers

As a research model demonstration preschool, LSU ECELP is available to students and faculty for class assignments and research. Permission to observe the children will be obtained by each family upon enrollment of the child into the program. Student observations usually occur between the hours of 9 - 11 a.m. and 2:45 - 4:00 p.m. and are scheduled through an online scheduling system. Student observers will utilize the observation windows and audio. Confidential information about children is not released to student observers unless consent is obtained (i.e. full name, birthdate, development information).

All research studies are reviewed by a committee as part of the approval process to conduct research at LSU ECELP. Once approved, information about a research study is provided to families along with consent forms to indicate whether or not the family gives consent for the child to participate.

LSU student observers, participants, and researchers are required to have an approved background check. They are expected to comply with all guidelines, seek staff assistance when appropriate, and identify themselves to staff members each time they come to the center. Most observations, student activities, and research activities will be integrated into the children's program; however, when activities are conducted outside of the regular program, the participant/researcher is expected to abide by those procedures established in consultation with the center director and the teachers. Any changes in procedures require additional approval by the director. Commitments made for follow-up activities or reports must be honored. Persons who use the center are expected to refrain from publicly discussing any individual child, family or staff member and to otherwise respect the rights and feelings of all involved.

Toys from Home

Due to risk of damage, sharing issues and loss, children are not permitted to bring in toys from

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home, unless specifically requested by the teacher for use as part of the curriculum.

Toilet Training

Learning to use the toilet is an important milestone in a child's development. Rather than relying on your child's age to determine when to start toilet training, The Mayo Clinic specifies that there are a number of motor, language, social, and behavioral skills that indicate readiness. These signs include:

- An interest in using the toilet on his/her own
- Voluntary control over his/her pelvic muscles.
- Walk to and sit on the toilet
- Able to remain dry for a 2-hour period
- Show a preference for clean diapers and ask to be changed when soiled.
- Pull shorts/pants down and up
- Follow simple two-step instructions
- Communicate the need to go to the toilet

After you have had successful toilet training at home, please communicate with your child's teacher when you would like to begin toilet training at the center. Also, it is important to share your child's training schedule with your teacher. Communication between each family and your child's teacher is essential in creating a plan that will be consistent and manageable in both settings. During toilet training, we request the following:

- [Huggies Pull-Ups](#) for transition before wearing underwear. Disposable pull-up style training underwear must have velcro sides for ease of access for children to practice independent dressing and diapering skills
- Children are dressed in clothing that is easy for them to pull up/down. (No buttons, zippers, jumpers, overalls, belts; drawstrings are not tied too tight and knots easily accessible)
- Three sets of clean clothing to be kept at school

Please keep in mind that the activity level at school is much higher than at home; therefore, toilet training at school may take longer due to the different distractions. No child will be forced to use the toilet. Your child must want to use the toilet and communicate to the teacher that he/she needs to use the toilet

We will let your child's motivation lead the process in order for your child to have a positive and successful toilet training experience.

Therapists

In alignment with the Division for Early Childhood's (DEC) Recommended Practices, LSU ECELP supports children's access and participation in inclusive settings and natural environments and addresses cultural, linguistic, and ability diversity. In addition to implementing the DEC Recommended Practices, practitioners working in the field should be guided by their discipline-specific professional standards, competencies, and codes of ethics. There is recognition in the field that services should prevent services from being delivered in the least restrictive environment (ASHA, 2010; ASHA, 2002; Roberts, Prizant, & McWilliams, 1995).

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A major tenet of the DEC Recommended Practices is for therapy services to be delivered in natural/inclusive environments, and in alignment with recommended practices standards developed by the National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Practices.

Therefore, it is our position that services be delivered within the context of the classroom environment when possible in the presence of the child's teacher. This is to ensure that skills are taught in the environment where they are needed and that teachers and teaching assistants are aware of strategies and interventions that will help the child to participate to the maximum extent within the classroom environment.

We request that prior to the start of therapy service that a meeting be conducted onsite with LSU ECELP staff where intervention plans or individualized family service plans (IFSP) or individualized education plans (IEP) are shared. All therapists must have a Child Care Criminal Background check and a release of information must be signed by parents to allow the sharing of information between the therapist and LSU ECELP.

LSU ECELP shall also be made available to any specialists (e.g. speech, physical, etc.) who are serving children with special needs that attend the center. Children with disabilities shall be allowed to receive therapeutic or other services within their regular classroom to maintain their sense of continuity and support their feeling of belonging to and acceptance by the group. Parents and therapists must sign a consent to allow therapy to occur inside the classroom. All therapists must have an approved background check on file.

Electronic Devices & Computer Practices

LSU ECELP encourages learning through play and hands-on experiences. Children, 3 years of age and over, may use tablets for project-based documentation and research activities (i.e. nonfiction video clips, photos for study).

Programs, Movies, and Video Games

LSU ECELP does not use television programming, movies, or video games as a regular part of the curriculum. However, if short video clips are used to supplement a project the video clip must adhere to the following guidelines:

- a. No violent or adult content
- b. Suitable for the youngest child present
- c. If rated, a program must be rated G; any programming with a rating more restrictive than "PG" is prohibited.

Soap operas, television news, and sports programs aimed at audiences other than children are prohibited in the presence of children.

Confidentiality of Records

LSU ECELP will adhere to the confidentiality policy set forth by the Louisiana Department of

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Education's *Early Learning Center's Licensing Regulations*. Children's records (including screenings and assessments) are open only to the child's teachers, the director, an authorized employee of the licensing/accreditation agency, or the child's parent or legal guardian. Any person who views a child's record must do so at an administrator's office and must sign the record log.

Below are examples of people who may request confidential information on children.

- Doctors, therapists, or specialists who work with the child on or off-site
- Students conducting research
- Professors conducting research or writing a scholarly article
- Community partners
- Media outlets
- Educational Settings (child's potential school)
- CHSE Administrators

Screening and assessment information may be requested by those who provide direct services to the child and certain students, researchers, or faculty. Information may be shared **only** with prior written consent from the parent that specifies the type of information that will be released.

Employee Background Checks

All LSU ECELP employees must receive a background check that demonstrates they are eligible to work with children. In compliance with LSU's hiring regulations, LSU Early Childhood Education Laboratory Preschool **will not** employ an individual if we have not received the results of their background check. In the event that this ever occurs, the program will follow the policies outlined in the licensing regulations (see below).

An adult staff member for whom a center has a *provisional* CCCBC-based determination of eligibility for child care purposes will be monitored at all times by a staff member who has a CCCBC-based determination of eligibility.

1. The provisionally employed staff member will never be left alone with children.
2. The assigned staff monitor will sign a log to indicate they supervised the provisionally employed person at all times.

Grievances

If a parent has a concern or has questions regarding daily operations, they are encouraged to follow the processes below:

- Discuss the concern with the child's educator (primarily child or classroom-related

- concerns).
- Discuss the concern with the Assistant Director (primarily child or classroom-related concerns)
 - Discuss the concern with the Director (primarily program/policy concerns or those unresolved from previous steps).
 - If the concern remains, the Director will schedule a meeting with the Assistant Dean of Advocacy, Collaboration & Engagement, Mrs. Renee Boutte Myer.
 - If the parent wishes to appeal the policy, regulation, or rule, as it applies to their capacity, they may file a PS-48.

Licensing concerns and complaints should be addressed to:

Louisiana Department of Education
Divisions of Programs Licensing Section
P.O. Box 3078
Baton Rouge, LA 70821
Office: 225-342-9905
Fax: 225-342-9690

LSU ECELP strives to provide a high-quality learning environment that embraces all families and meets the needs of each individual child. Our policies are developed to align with our program's mission, state licensing requirements, and best practices in the field of early childhood education. For questions about the information in this handbook, please see the Director.

Valuable Information and Emergency Numbers

LSU Early Childhood Education Laboratory Preschool

3865 Gourrier Ave.

Baton Rouge, LA 70803

Phone: (225) 578-7882 option 1 for front desk

Emergency Numbers

Campus Police: 225-578-3231

Baton Rouge Police: 225-389-2000

Fire Department: 225-383-4425

Poison Control: 1-800-256-9822

OTHER EMERGENCY INFORMATION

Campus Emergency Information: 225-578-4636 (578-INFO) or 1-800-516-6444

LSU Student Health Center: 225-578-6271

Campus Safety: 225-578-5640

Child Protection Services: 1-855-4LA-KIDS (1-855-452-5437)

The Phone (Crisis Intervention Service): 225-924-3900

LSU Mental Health Services: 225-578-8774

*In the event of an emergency occurring on campus, we will follow university protocol (shelter-in-place, evacuate, etc.). If you are faculty, staff or a student at LSU please sign up for LSU's emergency text messaging system. Parents will be notified through text messages and phone calls if an emergency occurs.

Our emergency evacuation location is: Louisiana Transportation Research Center
4101 Gourrier Avenue, Baton Rouge, LA 70803