

UNI Child Development Center

University of Northern Iowa

Student Staff Handbook

(Revised February 2008)

Welcome

Welcome to the UNI Child Development Center. We hope your experience with us will be one in which you grow in your understanding of children as well as in your ability to work with children. You are of great value to the Center and key to providing the quality care our families have come to expect.

Many of you come to us with limited background in babysitting. Although we are a child care center, we DO NOT baby-sit. As you work in our program, you will find that we are committed to a far greater purpose. Our days are carefully planned with activities that are appropriate for young children. As teachers-caregivers, you will be actively involved in the care and supervision of children. You will be expected to interact with children in ways that are encouraging and supportive, while at the same time, allowing children to grow and learn at their own pace. As you grow in confidence, your supervising teacher will ask you to do more with children. Always feel free to ask questions.

There will be opportunities provided for you to receive training. Your best learning experiences, of course, will be in the classroom. The daily interactions with children and your supervising teacher will help you grow in confidence. Observing your supervising teacher and their assistant will give you models for appropriate and effective ways to work with children.

There will be one required full staff workshop per semester. This will allow you to earn 3 hours of your required 10 hours of training per year. Supervising teachers will also have staff meetings that you will be required to attend. You will be paid for the time spent in staff meetings and trainings during the time of your employment.

Your presence at the UNI Child Development Center makes it possible for us to offer a quality program. You help us to maintain teacher-child ratios that ensure all children receive individual attention. We are glad to have you as part of our team and look forward to a year of success and growth in the very important work we all do.

MISSION STATEMENT

Our mission is to provide a nurturing and safe environment to support learning for the families and students of the University.

PURPOSE

The UNI Child Development Center (CDC) is an accredited non-profit child care and early learning facility designed to meet the needs of young children by providing quality programming within a safe and nurturing environment. The CDC provides high quality, full-time childcare for the children of faculty, staff, and students of the University of Northern Iowa. The CDC serves as an educational laboratory for UNI students majoring in Early Childhood Education and other related fields, facilitating the students' learning about young children. Inclusionary Special Education services are integrated within all of our classrooms and serve identified students who need an individualized education program. When a child is enrolled with special needs, staff are oriented in understanding that child's special needs and ways of working with the child in the group setting.

PHILOSOPHY

The CDC recognizes the uniqueness of each child by providing a developmentally appropriate, child-directed learning environment in which the child can construct his/her own knowledge through teacher guided, hands-on experimentation and exploration in the areas of social, emotional, physical, and cognitive development.

Children are encouraged to be autonomous to the degree that they are able to do so. Autonomy, in this context, means the ability to govern one's self, taking into account all relevant factors. Personal autonomy is encouraged by giving children choices that are structured to their level of development. This includes making a conscious decision about the learning center that they choose to visit and the activity that they choose to engage in. The children have the opportunity to find solutions to problems that are acceptable to everyone involved. This could include determining rules for a game that is being played, solving a social conflict between two children, deciding the best way to get their toys picked up, analyzing what type of silverware is needed for lunch, and hypothesizing and testing their conjectures for a science experiment.

The climate in the classroom is one of mutual respect with the teacher being a facilitator of learning rather than a dispenser of knowledge. Children are encouraged to respect others in the classroom, as they are themselves respected. In working toward the development of autonomy, the children are encouraged to become responsible for their own behavior and make decisions reflecting that responsibility. This guidance approach uses encouragement and natural or logical consequences. The CDC also recognizes the importance of family and the development of each child and welcomes the involvement of parents and family members in the program.

STUDENT ASSISTANT RESPONSIBILITIES

Your first responsibility is to read this handbook. Through it you will become familiar with policies and procedures as well as the health and safety issues that are important to the successful performance of your job. You are responsible for knowing this information. If you have any questions or concerns, your supervising teacher, the assistant coordinator or coordinator will be happy to address them.

When you walk into your classroom your first day, you may feel somewhat out of place and unsure of what to do. This is a normal feeling. First days are hard for all of us. As you become familiar with the program, children and your co-workers, you will feel more at ease. These suggestions will help you get to know children.

- When you enter the room, your supervising teacher will introduce you to the children.
- Find a place to sit near children. A low chair or the floor will position you on eye level with children.
- Children find adults who are sitting more approachable than those who are standing or walking around.
- Be open and friendly. Smile. Children are curious and will approach an adult who looks welcoming.
- Introduce yourself again and let the children know you are a new teacher friend. Some children will be friendly while others may distance themselves from you. Start with the children who want to get to know you and give children who are shy some time and space.
- When you sit near children, comment on what they are doing. Instead of asking, “What are you doing?” describe what you see them doing. You might say, “That puzzle has a lot of pieces,” or “You used all the colors to paint your picture.”

The first days are a time for you to become familiar not only with the children, but also with routines. You will find that, although we give children many choices of what to do at a given time, the routines remain predictable and constant.

- Teachers will warn children when an activity is going to change so it doesn't come as a surprise to them. These changes of activity are called transitions.
- Some examples of transitions include, inside to outside play, group time to mealtime and mealtime to rest time.
- All teachers are needed during transitions to help children move as smoothly as possible.

Each day you will become more aware of what comes next in the routine and what you need to do to help children through their day. Always feel free to ask questions. There is a lot to learn and it will take time. We are committed to making this a good experience for all staff.

NON-DISCRIMINATION POLICY

It is a goal of the UNI Child Development Center to serve the child care needs of students, staff, and faculty, regardless of race, gender, class, ability, ethnic background of children from birth through kindergarten.

STUDENT EVALUATIONS

Your supervising teacher will formally evaluate your performance at least once a year, typically twice. This will be an opportunity to discuss needs, expectations, and progress. You will also be given the opportunity to evaluate your supervising teachers and the classroom organization and management and the program. This is a time for constructive feedback.

JOB DESCRIPTION

UNI CHILD DEVELOPMENT CENTER

Student Employee

Class I-IV

The student employee is responsible for assisting in activities designed to promote cognitive, physical, emotional and social development of young children. Work is performed under the supervision of the teacher to whom they're assigned but may receive direct supervision from the Coordinator or Assistant Coordinator at any given time.

PERSONAL QUALIFICATIONS

1. Sensitivity to children's daily and changing needs
2. Maintaining a positive and constructive attitude about the classroom, program, Center, and children.
3. Ability to establish and maintain effective working relationships with administrators, staff, and peers.
4. Good organizational skills relating to room needs and the ability to operate independently (taking initiative for tasks that need to be done on an undirected basis).
5. Being prompt, conscientious, and responsible regarding working hours and absences from the Center.
6. Ability to set a good example for young children in the areas of hygiene, dress, attitude, etc.
7. Some experience with young children preferred.

STAFF TRAINING

All staff shall be oriented to, and demonstrate knowledge of, the items listed: Infant and Child CPR and Pediatric First Aid, including the management of a blocked airway and rescue breathing; Child abuse detection, prevention, and reporting; Occupational Safety and Health Administration (OSHA); Recognizing and responding to communicable illnesses, and handling ill children appropriately; Nutrition; and other child development training throughout the course of the year. All staff are required to have 10 hours of training each year. This will be done throughout the course of the year through mandatory staff meetings.

NAEYC ACCREDITATION

The UNI Child Development Center has been accredited through the National Association of the Education for Young Children since 2001. Accreditation involves a comprehensive process of internal self-study and an external professional review to verify compliance with the Academy's criteria for high quality early childhood programs. A high quality early childhood program provides a safe and nurturing environment while promoting the physical, social, emotional, and intellectual development of young children.

CALENDAR

The Center will observe the UNI academic calendar, including summer sessions, being closed whenever classes are not in session. Written notice of other closings shall be made to parents. An exception is the emergency closing policy.

HOURS OF OPERATION

Day Program:

The Center shall be open for childcare from 7:30 AM to 5:30 PM Monday through Friday during the UNI academic year, and from 7:00 AM to 5:00 PM during the summer sessions.

Evening Program:

The Center shall be open for childcare from 5:30 PM to 9:30 PM Monday through Thursday during the UNI academic year only. This program DOES NOT operate during the summer sessions.

After School Program:

The Center shall be open for after school childcare from 3:00 PM to 5:30 PM Monday through Friday during the Price Laboratory School academic year. On early out days, hours will be from 11:00 AM to 5:30 PM. On no school days with the exception of holidays, hours will be from 8:00 AM to 5:30 PM.

SMOKING

Smoking by employees, students, and visitors is strictly prohibited on school grounds. You may leave the school grounds by crossing the street on breaks if smoking is necessary.

EMERGENCY CLOSING OF THE CENTER

In case of emergency closing, tuition will not be refunded. Under emergency conditions affecting the laboratory school, the CDC will operate in the following ways:

1. If the laboratory school cancels school before the school day begins, the Center will be closed for the day.
2. In case of early closing of the laboratory school, the Center will close; staff will call parents to pick up children as soon as possible.
3. If the laboratory school starts late, opening time for the Center will be computed based on the Center's regularly scheduled opening time. For example, a 2-hour late start means the Center will open at 9:30 am instead of 7:30 am, unless a specific time for opening is set and announced via local media.

Announcements are generally made on the KWWL television station and www.kwwl.com.

FIRE, TORNADO, AND OTHER EMERGENCIES

Emergency plans for fire and tornado are written and posted by each main classroom door. Emergency plan procedures are practiced at least once per month for fire and tornado. For other emergencies, such as flood, earthquake, bomb threat, or power failure, the staff will inform parents as quickly as possible so that they can pick up their children from the Center site or evacuation site.

In the case of evacuation of the Center, staff and children will be located at the Bender Hall recreation room, located on the ground floor of Bender, directly south of the laboratory School. Children will either be bused or will walk to the designated evacuation area.

LOST OR ABDUCTED CHILD

In the event that staff are unable to locate a child, or the child is thought to be abducted from the care of the Center, the following procedures will be followed:

- 1) Public Safety will be notified.
- 2) A cursory or initial search will be conducted.
- 3) The parents will be contacted.
- 4) A thorough search of the Center and grounds will be conducted.

MEDICAL EMERGENCIES

In the event of a medical emergency, the staff of the UNI Child Development Center is authorized to obtain emergency medical or dental care even if the CDC is unable to immediately make contact with the parents/guardian. During an emergency the CDC is authorized to contact the listed emergency contacts on the child's release information.

REPORTING FOR WORK

1. You are expected to work your scheduled hours. If for some reason it is necessary for you to miss work, it is **your responsibility to find your own replacement**. It may be necessary to contact more than one person to completely cover all of your hours. You will be supplied with names, phone numbers, and emails of those staff who may be available to substitute for you. Missing work and/or failing to find a substitute will be considered a "no call-no show". For **two** "no call-no shows" the consequence is dismissal.
2. You will be paid for staff meeting attendance. Staff meeting attendance is mandatory. Missing a staff meeting is considered the same as missing work. Missing **two** meetings, **unexcused**, may result in dismissal.
3. It has been the custom in the past for student staff to post the times that they need replacement in certain areas of their respective rooms. Other students will then have the option to sign up for additional hours. If that is not successful, you should make phone calls or emails from your staff list. Be sure that all your times are filled; do not assume that just because you have them posted that all of your

hours are covered. A lead teacher must sign the absence request form before posting it.

4. Arrive for work early, if possible, so that the person you are relieving is able to make it to class on time. The same consideration will be given to you. Your payroll will reflect your actual times worked.
5. Make sure that your timecard is submitted by 12:00 pm on Monday of the week following the week worked in order for it to be processed in a timely manner. Please watch your timecard list for any rejected or working timecards. Timecards must be approved and processed in order to get paid.
6. Read the announcements on the office door and/or staff bulletin boards in each classroom as well as the staff communication notebook in each classroom. These notebooks help us to communicate with one another.
7. Make sure that the room is covered by someone before you leave. If you leave before the next person arrives, the classroom may be short-staffed. Know your classroom legal ratios.
8. It is a licensing standard that all staff members and volunteers wash their hands as soon as they arrive in the classroom.
9. It is also your responsibility to greet the children and parents as they arrive. Be prepared to assist parents with separation if necessary and to report any information given by parents in the staff notebook.

DRESS CODE

1. Because working with children involves lots of movement and can get messy, we recommend casual, comfortable clothing. It is important too that clothing be modest and appropriate for wear around young children (No short shorts, low cut necklines, inappropriate pictures or words on shirts, etc.).
2. Shoes must be worn AT ALL TIMES. Exception: Infant and Teeters Rooms. You are not allowed to wear street shoes in these rooms. The best procedure is to keep a pair of slippers or socks in the room for work only. For health reasons, bare feet are not allowed.
3. Dress appropriately for the weather. **All** groups of children play outside twice daily unless the wind chill index is below 15 degrees, or it is raining. Be prepared to play outside with them. It is also important that you model proper dress for outdoor play, including mittens, hats, boots, etc. Be aware that we sometimes switch the

- schedule if we know weather is going to change.
4. Even though the atmosphere in the center is relaxed, professional behavior is expected at all times. Vulgar language and raucous behavior are prohibited. Any employee coming to the center under the influence of alcohol or any drug, unless prescribed by a doctor, will be immediately dismissed.

CLASSROOM RULES FOR CHILDREN

These rules are for the children but you are expected to follow them also. After each rule is an explanation and a suggested way to handle a problem when the rule has been broken.

1. ***Walk in the classroom.*** There will be plenty of time to run outside or at the gym. A child who persists in running inside may be asked to return to his/her starting point and walk to his/her destination.
2. ***Use quiet or “indoor” voices in the classroom.*** Yelling and screaming are for outside or the gym. Adults should respond to the children using a calm, quiet voice—this helps lower the noise level of the classroom.
3. ***No one may hurt anyone else.*** This goes for staff as well as children. If one child hurts another, ask the “injured party” what he/she wants his/her attacker to do to make him/her feel better. **Do not force a child to apologize;** it may not be sincere and allows the child to find an “easy out” for a poor behavior choice. If the victim wants a hug, to be left alone, or a cold popcorn bag, those are appropriate requests for the aggressor to perform. You may need to help with appropriate suggestions. Severe consequences, such as “I want Jimmie to go home, “ are not acceptable; ask the victim for an alternate idea. Don’t forget to always complete and accident/incident report about the injury.
4. ***No one may destroy property unless it is his or her own creation.*** If a child destroys another child’s property, artwork, block structure, etc., the logical consequence is that he/she must comply with the other child’s request for restitution (within reason). Do not assume that an apology is what the victim wants. Rather a logical consequence may be to fix what was destroyed, make a new one, give a hug, or leave the area for a while. Other fair consequences exist as well. Very young children may need some assistance in setting a consequence—you may have to offer suggestions.

Consequences should be reasonable, related, and respectful!

5. ***No wrestling, tickling, playful hitting, or roughhousing*** at any time, indoors or outside. Young children do not know when to stop.
6. ***No weapons play*** at any time. This includes constructing weapons from classroom materials or using a hand/finger to represent a weapon. A child must be redirected to other activities if he/she insists on weapon play. Children who have trouble finding something else to make or do may have an adult “help” them.
7. ***Clean up your own mess.*** The children are responsible for cleaning up their own messes, toys, spills, art projects, etc. You may help them if they so desire, but you may not do it for them. Make sure that the children clean up one center before going to another center. All toys/materials must be cleaned up before going outside or going home.
8. ***Sharing toys is NOT required.*** There are sufficient materials/games in the classroom to allow for choices. A child may ask to join a game or to use a toy. However, no child is required to give up possession against his will. An appropriate request is to use the toy when the first child is finished. If a child is willing to share his/her game/toy, be sure to offer thanks for that willingness.
9. ***Sit on chairs or the floor,*** not on tables, shelves, etc.

GUIDANCE OF CHILDREN

Our goal is to promote the child’s self-esteem through practicing non-evaluative guidance, providing experiences that match their developmental level and meeting their needs responsively. Supporting children’s play is important.

- Give guidance as needed, but try not to interfere in a child’s activity.
- Action is necessary if such activity is endangering him/her or some other child.
- Be positive in word and attitude when you must maintain limits. Be kind, matter of fact and composed at all times. Offer choices when possible. But be careful not to offer a choice if a choice is not intended. (i.e. Do you want to wash your hands for lunch?) Washing hands before lunch is NOT a choice.
- Refrain from discussing a child in his or her presence.
- Refrain from visiting with other adults while in the classroom.

- Avoid labeling (positive or negative) or shaming a child.
- Decide where you stand on important issues and stick to it.
 - Consistency is the key to positive discipline:
 - Choose your issues;
 - Set clear, consistent and reasonable rules
 - Help children gain self-control;
 - Don't expect them to behave like adults.
- Children do need to learn about boundaries, what is safe, what is allowed or not allowed and why.
- Some strategies: distracting or re-direction, negotiating, ignoring, anticipating, setting rituals, and advance preparation.
- Offer limited choices. “Do you want me to help you with your coat or do you want to do it yourself?” (Phrase the choice so that the one you want the child to choose is last after the word “OR” and make sure you are willing to do either choice).
- Take advantage of children’s ritualistic tendencies and behaviors. Setting up rituals around activities gives children a sense of control since they know what to expect.
- Avoid ultimatums (e.g., “You have to do _____ before I _____.”).
- Avoid carrying on a fruitless, frustrating or ridiculous argument. You are bound to feel awful afterwards.
- Prepare the child in advance for what will happen next (“We will read one book, then we will get our coats on.”) It often helps avoid conflict.
- Motivation: “Where does your coat go?”, rather than “Hang up your coat.” Pretending you forgot where the coat goes often thrills young children.
- Sometimes, picking up the child and removing him/her from the situation is the only remedy.

Discipline is deciding which things you are going to insist on. Discipline helps children cope with the challenges of daily living, to interpret their world and learn social skills. UNI CDC staff maintains a safe, non-threatening environment. UNI CDC staff fosters creativity, encourages children to explore, and allows them to make discoveries. When inappropriate behavior occurs, it is dealt with immediately. Teachers individualize responses to the children’s behavior, in relation to the particular child and the situation. They try to identify the cause of the inappropriate behavior and recognize that repeated problem behavior may be

the child's way of signaling that he/she needs help in dealing with a certain task or situation. Teachers can then modify the learning environment and/or activities to help resolve the situation. We set limits and encourage self-discipline, because boundaries reassure young children and because order and stability are as important as freedom.

To enforce the boundaries and rules at the center, the adults use the following techniques with the children:

- Clear statement of the limit and stating expectations positively. (Blocks are for building, balls are for throwing.)
- Redirection. (Let's go feed the fish.)
- Supporting problem-solving and negotiation between the children. (How could you use your words to tell Joe that you would like to have a turn with the drum?)
- Logical consequences or choices. (You are having a hard time playing with the blocks without throwing them: You need to make another choice: do you want to play with Playdough, or to paint at the easel instead?)
- Modeling effective ways to express feelings and emotions. (I do not like it when you grab the book from my hands. Which words can you use to let me know that you need something that I have? With toddlers, give the appropriate script such as, "Robbie, say, Can I have the book, please?")

VERBAL GUIDANCE

Say: Sand is for digging. Keep the puzzle on the table. Be gentle with the book pages. Use your inside voice. It's time to go inside.	Do not say: Don't throw sand. Don't dump the puzzle pieces. Don't tear the book. Don't shout. Shall we go inside?
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There are times when all of the above mentioned techniques have been used and the problem still persists. It is at these times that we might ask a child to go to the "Be by myself" space or sit quietly somewhere until that child can return to play appropriately. We do not have a "time out" place and this time is not seen as punishment. Rather it is seen as a time to regroup. We sometimes need time to alone to "pull ourselves together." We may also partner an adult with the child to help monitor the behaviors.

If a child displays repeated inappropriate behavior and shows little progress toward changing that behavior, the teachers may call upon the child's parent(s) to work cooperatively in developing strategies that will meet the child's needs.

BITING

The following procedure shall be followed regarding bites:

If a child has been bitten:

1. Wash the wound with soap and water.
2. Apply an ice pack.
3. If the bite breaks the skin, notify the lead teacher or Coordinator or Assistant Coordinator to notify the parents.
4. Write an incident report.

For toddlers: Give attention to the bitten child. Remind the biter that biting hurts and that we do not bite our friends. Give the toddler something to bite on like a teether.

For preschoolers: Give attention to the bitten child. Have the child who did the biting help to care for the injured child. (i.e. hold ice pack, comfort) Remind the child that we do not bite our friends and that we use words. In all cases explanation will be given to the child in a language that he or she can understand to explain why the behavior is inappropriate and to reinforce the concept that even if the action is inappropriate, the child is NOT a "bad" child. Do not force the biter to apologize.

How we handle the child who bites:

1. We will look for causes of the behavior and try to take a preventative approach.
2. We will shadow the biter in situations where we think the child might bite
3. We will be consistent in our interventions, realizing it is a temporary stage of normal development.
4. We will communicate to parents about the incident. However, information about the "biter" is confidential.

CONFIDENTIALITY

The UNI Child Development Center shall maintain the confidentiality of all children's records. The records shall be the property of the center. The classroom teachers shall maintain and secure records against loss, tampering, or unauthorized use. Employees of the center shall not disclose or knowingly permit the disclosure of any information concerning the child or his/her family, directly or indirectly, to any unauthorized person.

Enjoy what the children do and tell you, but remember it is confidential. It is important that you never tell stories or discuss a child with anyone other than that child's teacher, or the Coordinator of the center. A child's behavior patterns are confidential as well.

If a parent asks you a question concerning their child, please refer the parent to the classroom teacher unless you were directly present during an incident. Typically the lead teacher has been with the child for the majority of the day. Please use caution and diplomacy when talking to a parent about a child's negative behavior.

You will be required to read and sign a document stating that you understand this policy and the implications for not abiding.

MANDATORY REPORTING OF CHILD ABUSE OR NEGLECT

All employees of the Center are mandatory reporters of child abuse or neglect, as required by Iowa law. Procedures are posted in each classroom on the parent information board. Reporting procedures and licensing regulations are also available in the Center office. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious. Absolute confidentiality is required concerning any report of child abuse or neglect.

The Center coordinator may immediately suspend a staff person with pay or terminate any personnel at the Center if the action is necessary to ensure safety, health and/or welfare of the children, parents and/or staff. An investigation will be done by the coordinator regarding the alleged or proven child abuse, neglect, and/or immoral behavior. Findings will be turned over to the authorities.

NOTES FOR STAFF (CLASSROOM)

1. Children need hugs and the security of sitting on a lap at times, but those times should be short. If a child has been sitting on your lap for 15 minutes or more, you should be encouraging him/her to find more interesting and active things to do. Children learn by interacting with their environment—give them a chance to do that. Some children will take all of your time if you allow them to. You have the right to find someone else to play with if you are feeling “smothered” by one child.
2. All areas of the classroom must be supervised at all times.
 - a) Older children may use the bathroom as needed. Be aware of who is in the room and who has stepped into the bathroom; after a period of time you may need to check on a child in the bathroom.
 - b) An adult should supervise the computer whenever children use it. Be sure that you know how to turn the computer on/off, not just the monitor. This prevents the computer from being left on overnight or over the weekend.
3. No child may leave the classroom at any time without an adult, with the exception of the School Age Program.
4. There is a phone in the classroom and the Center office. Unless there is an emergency, personal calls must be made during breaks. Local calls only. Incoming calls will not be transferred to classrooms unless they are emergencies. Messages will be taken.
5. Personal cell phones are not allowed to be turned on and in use while an employee is working. Phones should be left in purses, coats, or book bags and kept on silent or off.
6. It is understandable that staff might want to show the center to a close friend or relative, but extended visits while working are inappropriate.

MEALTIME

Family style dining is used during all meals at the CDC. Family style dining means teachers and children sit down together to share and enjoy a meal. Adults play an important role in making mealtime a time of relaxation and enjoyment. We help create the atmosphere that makes mealtime a pleasant experience. By eating together, children learn to socialize and share with others. They develop good eating habits and may be exposed to foods not served in their homes. As they take responsibility for serving themselves

and making choices, they develop a sense of self-confidence. As part of the USDA Child and Adult Care Food Program (CACFP), the Center provides a nutritious breakfast, lunch, and snacks for the children. Our food program is only for the children, however, since we serve family style, we encourage teachers to eat as well. In order for the children to have enough to eat, adults must limit their portions to a child size portion. If you are scheduled to work during a mealtime, you may eat before you come, or bring something to eat during your break. There is a refrigerator and microwave in each classroom. Mealtime is a pleasant time for conversation and enjoyment of the meal. Unless you are allergic, you should try a little of everything and be positive in your comments about the food. Encourage children to try the foods served, but never force a child to put it on their plate or to eat all that is on their plate.

PREPARATION AND HANDLING OF BOTTLE FEEDING

All staff will thoroughly wash hands prior to preparing and feeding bottles. Only cleaned and sanitized bottles and nipples shall be used. No bottle, formula or human milk will be heated in the microwave. All filled containers of human milk shall be identified with a label which won't come off in water or handling, bearing the date of collection and child's full name. The filled, labeled containers of human milk shall be refrigerated until immediately before feeding. Any contents remaining after a feeding shall be discarded. Prepared bottles of formula shall be labeled with the child's identification. An open container of ready to feed or concentrated formula shall be covered, refrigerated, and discarded after 48 hours if not used.

Unused expressed human milk shall be discarded after 48 hours if refrigerated, or by three months if frozen, and stored in a freezer at 0 degrees F. Unused frozen human milk, which has been thawed in the refrigerator shall be used within 24 hours. Frozen human milk shall be thawed under cool water or in the refrigerator. A bottle that has been fed over a period that exceeds an hour from the beginning of the feeding or has been unrefrigerated an hour or more shall not be served to an infant.

OBSERVATION OF HOLIDAYS

The Center does not observe any holidays. We welcome family participation to share specific holidays or traditions in order to supplement the learning activities in the classroom (i.e. preparing a special snack or

providing a game indicative of the culture). We do not allow candy or sweets to be brought anytime. Although we do not promote Valentine cards or Halloween costumes, dress up and card giving is always encouraged on any day. We do not stifle or discourage any classroom discussion prompted by children. On occasion a classroom may choose to learn about various cultures, which could include holidays.

OUTSIDE RULES FOR CHILDREN

1. All children must try to toilet before going outside.
2. Everyone must have a partner before going outside. Lines are not necessary, nor is holding hands. As soon as a few children have toileted and are ready, an adult should leave with that small group for the playground, gym, etc. There is no need to wait for the entire group to be ready. Small children do not wait very well.
3. No climbing on the fence.
4. No sticks.
5. Children on tricycles are responsible for avoiding other bikers or pedestrians, not the reverse. The logical consequence for deliberate collisions is to park the tricycle and find another activity. Do not nag—state the rule as a warning, then follow through with the consequence if the child persists in the behavior.
6. A child may ride a tricycle until finished, and then someone else may have a turn. Do not insist that children share, although this can be suggested. An appropriate approach is to simply ask a child if he/she is finished, or to request whether another could ride when he/she is ready for another activity. Waiting lists are also available ways for children to understand that they will get a turn eventually.

NOTES FOR STAFF (OUTSIDE)

1. When crossing a street, ask the children if there are any cars coming and if it is ok to cross the street. Help them to determine when it is safe to cross. They need to develop the habit of looking for cars, not just waiting for someone to tell them it is clear.
2. Adults are **required** to run and play games with the children outside.
3. Do not take tricycles down the ramp. This is very dangerous. The tricycles are stored in the shed, so there is no reason to take them down the ramp. There should be at least one staff member in the shed when tricycles are being put away.

ACCIDENT/INCIDENT REPORTING

Although close supervision of children ensures a reasonable degree of safety, accidents can still happen. You may be called upon to assist an injured child. There is a first aid bag in each classroom. When treating injuries, remember:

- Always wear gloves if there is blood or any body fluid involved.
- Wash the injury with soapy water.
- Let children be involved in treating the injury as much as possible.
- Complete an accident report for all injuries. Include facts rather than opinions.
- All lead teachers and most student assistants are trained in First Aid and CPR.

Accidents or incidents resulting in injury to a child shall be reported on the day of the incident, in writing, to the parent or person authorized to pick up the child. The written report shall be prepared by the staff member who observed the incident or accident, and shall include a general description of the incident and of the action taken, if any, by the Center staff. A copy of the report will be kept in the child's file.

- If an accident is caused by another child, do not write that child's name on the report. Simply state "scratched/hit/bit/etc. by another child."
- Give an accurate account of what happened and the treatment given.
- Inform the Head Teacher, Coordinator, or Assistant Coordinator of all accidents immediately.
- Sign your first name only to the accident report on the "adult present" line. Parents should address their questions or concerns to the Lead Teacher rather than contacting student staff directly or another child's parents.

ADMINISTERING MEDICATION

Only Lead Teachers are authorized to dispense medications other than diaper ointments, sunscreen and insect repellent. When applying any of these items, be sure that the child's name is on the container and wash hands in between applications.

Staff administers both prescription and over-the-counter medications to a child only if the child's record documents that the parent or legal guardian has given the program written permission. The child's record includes instructions from the licensed health provider who has prescribed or recommended medication for that that child; alternatively, the licensed health provider's office may give instructions by telephone to the staff. Any staff who administer medication has a) specified training and b) a written performance evaluation updated annually by a health professional on the practice of the five rights practices of medication administration: 1) verifying that the **right child** receives the 2) **right medication** 3) the **right dose** 4) at the **right time** and 5) by the **right method** with documentation of each right each time the medication is given.

Medications are labeled with the child's first and last names, the date that either the prescriptions was filled or the recommendation was obtained from the child's licensed health care provider, the name of the licensed health care provider, the expiration date of the medication, or the period of use of the medication. All medications are kept in a locked container.

GENERAL CLEAN UP

The nature of our work often requires staff to perform "cleaning" tasks such as sweeping floors, dishes, and general upkeep of the classroom. You, along with all staff, will be expected to pitch in and clean up throughout the day. Please follow the cleaning guidelines:

1. Wash hands immediately when you come into the classroom.
2. Bleach water is prepared daily in the morning. Add 1 capful of bleach to a tub of water and fill bleach bottles from the tub.
3. Keep bleach, dish soap and other chemicals in the cabinets under the sink and make sure the cabinets are locked at all times.
4. Check outlet covers often to ensure that they are covered at all times if nothing is plugged into them.
5. Frequently spray down doorknobs, phone receivers, toys and other surfaces with bleach water solution throughout the day to reduce the spread of germs.

HANDWASHING

The Center follows these practices regarding hand washing:

- All adults and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all adults and children when hand washing would reduce the transmission of infectious diseases to themselves and others.
- Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with assistance.

Children and adults wash their hands:

- On arrival for the day.
- After diapering or using the toilet.
- After handling body fluids.
- Before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking.
- After playing in water that is shared by two or more people.
- After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals.
- When moving from one group to another that involves contact with infants and toddlers/twos.

Adults also wash their hands:

- Before and after feeding a child.
- Before and after administering medication.
- After assisting a child with toileting.
- After handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include:

- Using liquid soap and running water.
- Rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands.

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any required hand-washing situation listed above.

- Staff wear gloves when contamination with blood may occur.
- Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material.
- In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

ILLNESSES

Illness is common in a child care setting. Protect yourself and the children by washing your hands often and thoroughly. This simple measure will prevent your “catching something” better than anything else that you can do. Encourage children to wash hands often also, especially after using the bathroom, nose wiping, and before eating.

Anytime you are helping a child and come in contact with body fluids, **USE GLOVES**. Body fluids include blood, vomit, urine and bowel movements. If children have runny noses, encourage them to blow their own noses. If you have to help, dispose of the tissue and wash your hands. Never use the same tissue or washcloth twice. To protect the health of the children and other staff, stay at home if you have any of the following.

1. Uncontrolled diarrhea. The employee may return after a normal stool.
2. Vomiting. The employee may not return until 24 hours after the vomiting has ceased or a health professional determines that the employee may return to work.
3. Pink eye with white or yellow eye discharge until 24 hours after treatment is started.
4. Head Lice, scabies or other infestations until the employee is treated and nit free.
5. Fever of 101 degrees or more. An employee must be fever free for 24 hours **without the aid of fever reducer** unless a health professional determines that the employee is free from communicable illness.

6. At the discretion of the Coordinator—any employee who is unable to perform the job duties assigned will not be able to remain. Even if the employee is not considered contagious, he/she may be asked to leave as to not compromise the health and safety of the children.

CLEANING AND SANITATION PROCEDURES

One of the most important steps in reducing the spread of infectious diseases among children and Center staff is cleaning and sanitizing surfaces that could possibly pose a risk to children or staff. Household bleach with water is recommended. It is effective, economical, convenient, and readily available. The solution is non-toxic and safe if handled properly, and kills most infectious agents. The standard solution is ¼ cup of household bleach to one gallon of cool water. This mixture is actually safer to ingest than swimming pool water. It also loses its strength over time and is weakened by heat and sunlight. New solution should be made daily and left over solution discarded at the end of each day.

RELEASING CHILDREN TO ADULTS

1. Speak to children and families as they leave at the end of the day. If the opportunity arises, share something positive from the child's day with the parents. Lead teachers will handle reporting misbehaviors.
2. Parents are to sign their children out on the time sheet. If you notice a parent leaving without signing out, indicate on the sign-out sheet the time that the child actually left.
3. All parents have filled out release information. If you do not recognize the adult picking up the child, ask for identification. If this person is not on the release sheet, **do not** allow the child to leave with this person. The lead teacher, Coordinator, or Assistant Coordinator will contact the family to ensure the safety of the child.
4. Sometimes a parent may be restricted by a court order from visiting or taking children from the Center. The court order must be on file. This information should also be documented on the release sheet. If in doubt, check with the lead teacher. The children's safety is our top priority.

WORKING WITH FIELD EXPERIENCE STUDENTS

1. Field experience students are **not** counted in the adult/child ratio of each classroom. Therefore, they may **not** take responsibility for a child or group of children without a staff member present.
2. Dishwashing, laundry, toileting/diapering, etc. are to be done by paid staff. Field experience students may wash dishes following a planned cooking lesson. Be prepared to assist in setting up appropriate washtubs, rinses, etc.
3. The lead teacher will need to spend time with field experience students. Know the schedule and routines so that you may carry on as needed.
4. Be prepared to assist field experience students with guidance of children. Be sure that you understand the Center philosophy before attempting to model or explain it to them.

CLASSROOM ASSIGNMENT AND SCHEDULE

Although you will be assigned to a particular classroom, circumstances may make it necessary, on occasion, to move you to a classroom in which you usually do not work or that is not your first choice. Every effort is made to place you in the classroom that you prefer, however, your class schedule may affect your placement. We will hope to make the changes for you as we can during the semester or for the following semester. Those who turn in their class schedules first get priority in placement. You are also allowed to substitute in any classroom. For this reason, you will want to check with the lead teacher to get any room specific guidelines in order to maintain consistency for the children and families.

WATER PLAY

Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play activity. When the activity

period is completed with each group of children, the water is drained. Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table.

INFANT SLEEPING REQUIREMENTS

To reduce the risk of Sudden Infant Death Syndrome (SIDS):

- Infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission.
- Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs or rest equipment for infants younger than eight months.
- If a blanket is used, the infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the infant's chest.
- The infant's head remains uncovered during sleep.

After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position.

When Infants and toddlers/twos are sleeping, mirrors, video, or sound monitors may be used to augment supervision in sleeping areas, but such monitors may not be relied on in lieu of direct visual and auditory supervision.

- Sides of cribs are checked to ensure they are up and locked.
- Teachers, assistant teachers, or teacher aides are aware of, and positioned so they can hear and see, any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake.

ORAL HEALTH POLICIES

After each feeding, infant's teeth and gums are wiped with a disposable tissue (or clean cloth used only for one child and laundered daily) to remove liquid that coats the teeth and gums.

At least once daily where children older than one year receive two or more meals, teaching staff provide an opportunity for tooth brushing and gum cleaning to remove food and plaque. Toothpaste is not used with children under 12 months of age.