

UNI CHILD DEVELOPMENT CENTER
RULES/ROUTINES for FIELD EXPERIENCE STUDENTS

REPORTING FOR FIELD EXPERIENCE

1. You are expected to attend during your scheduled hours. If for some reason it is necessary for you to miss, it is your responsibility to set a make-up time. Please don't expect your teacher to remember a verbal date--write it down or send it in an e-mail.
2. You are invited and encouraged to attend all staff meetings, both general training and classroom meetings, as you are considered part of the staff while you are here. Dates and times for staff meetings will be available from your supervising teacher.
3. Read the staff notebook in the classroom each day when you sign in. This will give you current general information pertaining to your experience. These notebooks help us to communicate with one another.
4. It is a licensing standard that all staff members wash their hands as soon as they report for work. Please do not wash your hands in the dishwashing sink.
5. Greet the children and parents as they arrive. Be prepared to assist parents with separation if necessary. Say "good-bye" to children and parents when they leave.

DRESS CODE

1. Shoes must be worn AT ALL TIMES.
Exception: Infant Room
You are not allowed to wear street shoes here. 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.
2. Dress comfortably—shorts or jeans are allowed, but remember that you are representing the Center in the eyes of the parents, guests, visitors, and the administration. Make sure clothing is presentable (clean, comfortably loose, etc.). Please avoid skimpy or revealing clothing.

3. Clothing that advertises alcohol or tobacco, or that may be considered offensive (coed Naked, etc.) is considered to be inappropriate. If you choose to wear such clothing you may be asked to turn it inside out while working.
4. Dress for the weather. Some rooms fluctuate from cool to warm so you may want to wear layers. All groups of children will play outside twice daily unless the wind chill index is below 10 degrees, or it is raining. Be prepared for outdoor play, including mittens, hat, etc. Be aware that we sometimes switch the schedule if we know the weather is going to change.
5. Remember that your clothing will get dirty. Your best clothes are not recommended. If you have a field experience before or after your scheduled time, you may want to bring clothes to change into.

CLASSROOM RULES

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 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 calm, quiet voices – this will help lower the noise level of the classroom. The children’s voices should dominate in the room, not the adults.
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 wet towel or cold pack for the injury, 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 complete an 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, ect., the logical consequence is that he/she must comply with the other child's request for the restitution (within reason). Do not assume that an apology is what the "injured party" 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 play involving fighting characters** such as Power Rangers, Teenage Mutant Ninja Turtles, Batman, etc., is allowed, as this most often leads to unacceptable forms of behavior.
7. **No weapons play** at any time. This includes constructing weapons from classroom materials or using 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.
8. **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/material must be cleaned up before going outside or going home.
9. **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 possessions against his/her 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. Encourage turn-taking or make a waiting list if several children are wanting a turn.
10. **Sit on chairs or the floor**, not on tables, shelves, etc.
11. **Do not use sarcasm or threatening jokes** with the children.

NOTES FOR STAFF (CLASSROOM)

1. Do not allow children to climb on you, indoors and outdoors, ride your back, etc. If he/she wants to climb, he/she may use loft stairs, ramp, etc. If he/she needs assistance finding something to do, help him/her.
2. 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.
3. 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. Also use close supervision if 2 children are using the bathroom at the same time.
 - 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.
 - c. Monitor activity on lofts and private spaces, as these confined spaces are areas for increased supervision
4. **No child may leave the classroom at any time without an adult.**

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. 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. If you do leave with a small group make sure the staff still in the room know who you have taken and where you are going.
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. Bike helmets are available to use, but are optional.

6. **A child may ride a tricycle until finished,** and then someone else may have a turn. Do not insist that children share, although taking turns 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 valuable 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 wait for someone to tell them it is clear.

2. Adults are encouraged to run and play games with the children on the playground. Do not stand around and talk to each other. Remember, proximity is the best behavior modifier.

3. When going outside make sure to take first aid bag and cell-phones with you.

4. **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 REPORTS

1. Accident/Incident reports must be completed anytime a child is injured. Even if there is not a visible mark immediately, one may occur later. Complete the necessary information and place on the Head Teacher's

desk. He/She will deliver the report to the child's parents for their signature.

2. If an accident is caused by another child, do not write the aggressor's name on the report. Simply state "scratched/hit/etc./ by another child.
3. DO List first and last name of the injured child or aggressor on both incident and accident reports for filing purposes.
4. Give an accurate, objective account of what happened and the treatment given.
5. Inform the Head Teacher, Coordinator, or Assistant Coordinator of all accidents immediately.
6. Sign your first name only to the accident report on the "adult present" line and all other adults present who might have been involved or known about it. Parents should address their questions or concerns to the Head Teacher rather than contacting student staff directly or another child's parents.
7. The top, white copy goes to the parent and the yellow copy goes in the child's file.

ADMINISTERING MEDICATION

1. Medication can only be administered if a parent has completed an "Authorization to Administer Medication" form. Medications include such items as: prescription or non-prescription medications, diaper ointments, and any pain relievers. A separate form is used for bug spray and sunscreen.
2. Only head teachers are authorized to dispense medications, except diaper cream, sunscreen and bug spray.
3. When you are applying sunscreen, be sure that the child's name is on the bottle/container that you are using and also, wash hands in between applications.

FIRE DRILLS

Emergency exit signs are posted near each classroom door. Know the primary and secondary routes for your group. Also know where fire extinguishers are located and how to use them. Fire drills are practiced monthly using the following procedures:

1. **The fire alarm is one long ring**, as if the bell were yelling, “fire!”
2. **Children and adults exit the building via the west outside door, walk up the ramp and continue along the drive to the sidewalk, then move toward the tennis court. If that exit is blocked, the alternate exit is up the stairs and out the right (west) door onto the playground or tennis courts.**
3. Children are instructed to walk – not run.
4. An adult will lead the group to the designated area away from the building. It is not necessary for children to have partners. Too much time is taken trying to choose partners.
5. The Coordinator or Assistant Coordinator will be the last to leave, checking to see that everyone is out of the Center.
6. Classroom Teachers will take the sign-in sheet. After everyone reaches their destination, the teachers will make sure everyone is accounted for.
7. Children are instructed to answer “Here” when their names are called. Adults should answer for the children that they are holding from the Infant and Toddler Rooms.
8. In cold weather, no one may stop to get a coat. As soon as possible, an adult will bring coats, blankets, or other covers to keep the children warm. In emergency situations, the plan calls for busses to be waiting in the B lot south of the playground to carry Center children to safety. Backpacks with supplies are in the bathroom to take to the safety zone.
9. Return to the classroom after the all-clear signal is given. If it is a drill, be prepared to talk calmly with the children, reminding them that this was a practice.

TORNADO DRILLS

Tornado drills are practiced monthly using the following procedures:

1. The tornado alarm is three short rings repeated, as if the bell were yelling, “Tor-na-do!”
2. Children and adults from toddler room and 2~3 room move to the cafeteria, to the area just inside the door. Children and adults from 3~5 room move to the copy room outside the office. Children and adults from the infant room move to the stairwell going down to the boiler room. Hold the infants on your lap and cover their heads.
3. Hands are placed behind the head, and the head is tucked into the lap. This is to protect the head and face from flying debris.
4. When the all-clear signal is given, return to the classroom. If it was a drill, discuss that this was a practice in case of a bad storm.

STRANGER ALERT

Stranger Alert drills are practiced annually and discussed at staff meetings each semester using the following procedures:

1. The stranger Alert alarm is a lengthy recess bell. PLS does not use this bell for any other purpose, however, it is a common sound heard in many schools.
2. Children and adults from the 3~5 room all enter the office and lock the door. Shut and lock the window and close the blind. Stay away from the window and try to keep the children calm and quiet.
3. Children and adults from 2~3 room and toddler room all move to the infant room and lock both doors. The main door has a push button to lock on the edge of the door. The key located under the diaper shelf will lock the door between the infant and toddler rooms. Close and lock both windows and shut the blinds. Stay away from the windows.

BOMB THREAT OR EMERGENCY EVACUATION

In the case of evacuation of the center, staff and children will be located at the Bender Hall Rec Room #1. Busses will be available to take children to a safe location. If busses are not present, calmly walk children

to Bender Hall. CDC staff will notify parents to pick up their children from there. Please take cell phones and emergency backpack.

GENERAL CLEAN UP

1. Wash hands immediately when you come to work.
2. Keep water wiped up around the drinking fountains, sinks, and water tables. Use cloth towels for large spills – children should be helping with this. Tile floors are very slippery when wet.
3. On Monday morning, mix paint for the week. Use a small amount of dish soap in the paint to facilitate removal from clothing.
4. Each morning mix a tub of bleach water for sanitizing. Mix 1 capful or 1 tsp. of bleach to a full tub of hot water. Fill spray bottles from the tub of water. Keep the tub available for dipping toys throughout the day. Please keep in mind that if you can smell the bleach, it is too strong. Add more water if you smell bleach.
5. Keep all chemicals/spray cans/bleach in the **locked** cabinet in each room. These are dangerous for young children. The diluted bleach spray is **not** dangerous and can be left on the shelf/window sill/countertop.
6. All outlets must be covered with plastic protectors. Extra covers are in the office. Even outlets in the kitchen, which are seemingly out of the children's reach, need to be covered. Be sure to check the power strips at the computer table too. Also check outlets after re-locating media such as tape player, etc., as well as in the hallways and the cafeteria.
7. Clean all pet cages at least once a week. Check with the Head Teacher about cleaning procedures and supplies.

PREPARING/EATING MEALS & SNACKS

1. **Wash hands** before beginning meal/snack preparations. Children assisting with cooking also need to wash hands.
2. Make sure that all counters and tables are cleaned and sterilized.

3. All meals are optional. No child is forced to eat. We do, however, remind children that if they do not eat, they will be hungry later. This is an example of a natural consequence.

4. Children serve themselves as appropriate for their developmental level. This includes pouring their own milk or juice. Younger children may need assistance with this, but please do not pour it for them. Hold the drink pitcher/carton with their hand under yours so that they are learning to control the pouring.

5. Very young children should pour very small amounts of drink into their glasses. When that is drunk, more is available. This helps them to learn the responsibility of drinking what they take, and only taking what they can drink. It also limits spills to very small amounts of liquid which are easier to clean up. Older children can make this decision for themselves, but should drink whatever amount they pour.

6. All spills are cleaned up by the person who spilled. Very young children may need assistance, but they should be involved in the clean-up.

7. After being excused from snack/meals, each child clears his or her own place, scraping food into the trashcan, then placing tableware into the appropriate dishtubs. Very young children may require several trips to accomplish this task. Children should also push their chairs under the table.

DIAPERING/TOILETING

1. Encourage children to assist as much as possible in these routines--find diapers, clothing, etc.

2. Make diapering/toileting a calm part of the routine. Do not cause children to feel distress or humiliation at having accidents.

3. Wash hands after assisting each child in toileting or after changing each diaper. Wearing gloves protects you from germs--it does not protect children from each other's germs.

4. Disinfect diapering area with dilute bleach water after every diaper change.

5. Children should wash their hands following toileting or diapering. Toddlers and very young children will need assistance. A washcloth may be used for these children. Give the child the washcloth and assist their use of the cloth if necessary.
6. Diapers must be placed in a plastic bag and the bag knotted before being placed in the trash. This helps control odor.
7. Soiled/wet clothing is also placed in a plastic bag tied shut. On a piece of masking tape write the child's name, date, time of accident, and reason for soiling. Stick this tape onto the bag. This helps parents to know when and how an accident occurred. It also allows us to communicate incidents such as spilled drinks or water table accidents as opposed to toileting accidents. Bags of wet clothing are placed in the child's locker so that parents may take them home for laundering.
8. Children are to bring at least one change of clothing from home to keep at the Center. If those clothes are already soiled/wet, or if there are none available, the Center has extra clothing on hand. This clothing is kept in storage in the classrooms or in the staff bathroom wall cabinets. This clothing is clearly marked UNI. If children soil Center clothes, the items are to be placed in plastic bags and sent home for washing just the same as the child's own clothing.

RELEASING CHILDREN TO ADULTS

1. Speak to children as they leave at the end of the day. Parents also like to be recognized--say "Good-bye" to them as well. If the opportunity arises, share something from the child's day with the parents. Try to focus on positive incidents rather than misbehaviors--leave this to the supervising teacher.
2. Parents are to sign their children out on the sign-in/out sheet on the parent bulletin board. If you notice a parent leaving without signing out, please note the time on the sign-out sheet beside that child's name.
3. All parents have listed names of people with permission to pick up children from the Center. These names are recorded on the

release cards posted on the parent bulletin board. If you do not recognize an adult coming for a child, ask the head teacher, and/or check these release cards. Do not hesitate to ask for photo identification. This is strictly for the child's safety.

4. Some parents are restricted by court order from visiting or taking children from the Center. Release cards for these children will list the name of the parent who may **not** take a child from the Center. Be familiar with these release cards.