

## **Welcome**

Welcome to The Dr. Miller and Genevieve Children's Learning Center at Shawnee State University!

This is an environment where children learn, grow, and thrive. Devoted early childhood professionals (that's you!) provide a caring and nurturing environment that focuses on children as individuals, and teachers and teaching assistants provide developmentally age-appropriate experiences on a daily basis.



While Shawnee State University has its Bears and Golden Bears, at the SSU Children's Learning Center, we like to refer to ourselves as the "Baby Bears" for these reasons:

- We are one of the younger programs at SSU, opening in 1999
- We are entrusted with the privilege of being the first formal educational experience for many young children

As a model site for university students majoring in early childhood education, the CLC bases its practices on sound research and innovative program implementation with the intention of being a premiere program according to NCATE and NAEYC accreditation standards. We recognize however, that high as those standards are, they cannot compare with the high standards set for young children by their parents, the most important people in their children's lives.

Thanks for choosing SSU Children's Learning Center as a working and learning experience. Your program participation and positive support will assist us in maintaining the program integrity that our NAEYC accreditation and our children deserve.

Our name supports our beliefs, our offerings, and our instructional practices.

**We are the Children's Learning Center . . .  
where children come first.**

Once again . . . Welcome!

Cynthia Ferguson, M.Ed.

Director

Shawnee State University does not discriminate in admission, access, or treatment in programs and activities or employment policies or practices on the basis of race, creed, sex, color, national or ethnic origin, religion, marital status, age, disability, or sexual orientation.

### **Employment of Teacher Assistants**

Applicants for teaching assistants (TAs) should be early childhood education or OT/PT majors with priority given to those who have completed Education 115 and who have demonstrated commitment to the SSU and CLC mission, vision, and goals. The CLC and university will interview applicants based on university employment practices. Prior to formal employment, volunteerism and job shadowing is encouraged.

### **Health Requirements**

Employees are required to provide documentation of a current physical examination and tuberculin skin (TB) test upon employment. Physicals are required every three years, must be submitted prior to employment, and are at the expense of the applicant. Records of all health requirements must be kept updated in the Center office. Failure to submit the required documentation in a timely manner may result in dismissal.

### **Admission Forms to be Completed and on File upon Hiring**

- Application for employment
- High school diploma
- Employee medical exam statement (required every 3 years)
- Non-conviction statement
- Fingerprints (BCI background check)
- 3 Letters of reference (one from an instructor in your degreed field)
- Official copy of SSU schedule
- Emergency Procedure Form (updated annually)
- Training Forms for child abuse prevention, communicable disease, first aid, and CPR
- Copy of Course Audit/College Transcript (if applicable)
- Annual review: Licensing, CACFP, NAEYC
- Authorization to hire
- DTE preschool placement form

### **General Qualifications**

You are part of a team of early childhood professionals whose goal is to provide quality experiences for the children in your care. A team working cooperatively can consistently provide a better experience than individual members working alone. Learning to work together takes time, patience, understanding, willingness, perseverance, and a good sense of humor. The quality of care is determined by the quality and education of the staff as well as your personal commitment and responsibility.

Regular involvement of university students reflects the SSU mission. Work-study students, field placements, and internships, make for a rich environment offering an increased amount of stimulation and individualization.

Full time staff members are on-site throughout the day to provide instruction and supervision to university and community preschool children. The head teacher has an extended contract and an extended day, and the authority to make administrative decisions in the director's absence.

### **Classroom Teaching Assistant Job Description**

#### **Qualifications:**

Applicants should be early childhood education, education, or OT/PT majors with priority given to those who have completed ED 115. Candidates are required to complete a 4 hour orientation and comply with all licensing requirements including completion of four 6-hour training's in First Aid, Communicable Disease, Child Abuse Prevention, and CPR. BCI checks are also required.

#### **Selection:**

Hiring is based on an interview with the CLC director, reference checks, and a demonstration interview (performance assessment.)

#### **Hours:**

TA's will not work more than 8 hours a day or 20 hours a week during fall and spring terms and not more than 30 hours a week during summer session.

#### **Dress:**

Staff should dress to suit the activity-based curriculum. CLC logo shirts and dark shorts/pants are required, as is a university I.D. *See the education department/staff handbooks for further description.*

#### **Responsibilities:**

- Assist with classroom and playground supervision under the direction of CLC staff.
- Be familiar enough with the content standards/lesson plans to support/assist in classroom instruction.
- Lead out in before and after school childcare.

- Follow sanitization procedures and assist with clean-up and restoration of laundry, playground, classrooms, and lunchroom.
- Protect the rights of children and families i.e. confidentiality.
- Participate in food service training and serve meals/snacks.
- Cover for staff on breaks including classrooms, playground, front desk, etc.
- Do routine maintenance associated with an early childcare setting i.e. moving furniture, laundry, cleaning, etc.
- Communicate with staff and families.
- Be an active role model for children.
- Adhere to all SSU/CLC policies
- Create a positive image for SSU and the Children's Learning Center.

### **Special Skills Required:**

- Principle duties and responsibilities require general health and mobility in addition to initiative and a positive attitude including the ability to:
  - Physically lift 25-50 lbs i.e., children, cots, classroom furniture
  - Handle sanitization chemicals for the purposes of disinfecting
  - Reach above shoulders
  - Display good written and verbal communication
  - Stand for extended periods of time
  - Move quickly and easily from sitting to standing
  - Interact and sit on the floor with children
  - Work outdoors in all weather conditions on a daily basis
  - Visually scan environments inside and outside to insure child safety
  - Hear, speak, and see to exchange information with children, staff, and families

### **Teacher Hours**

Teachers will work an 8:00-4:00 day, with an hour a day for planning, preparation, parent contacts, and team meetings. Hours with children: 8:45 - 3:15.

### **Orientation**

Staff are required to participate in orientation and job shadowing which will include instruction on the Center's philosophy, policies, and practices. Each employee will receive a copy of the staff handbook, licensure standards, and the NAEYC standards obtainable through the NAEYC website.

Building/general orientation	1 hour	CLC Director/Secretary
Staff Handbook/Forms	1 hour	CLC Director
Student Handbook/Forms	1 hour	CLC Director
Discipline/Behavior Mgmt.	1 hour	CLC Director/Teacher
Licensure & Best Practices	4 hours	Qualified Professional

### **Health & Safety In-services**

A new category of in-service training has been added entitled Health and Safety. Topics allow for specialized training in the health/safety area. Some of the topics are: car seat safety, emergency planning and response, immunizations, use of a fire extinguisher, shaken baby syndrome, etc.

### **Signed Policy Statement**

Employees must still sign the policy statement and receive and review the Medical/Dental General Emergency plan and child care licensing rules prior to working with children. This is included on the JFS 01246.

### **Professional Development**

Staff are required to participate in mandatory, voluntary, quarterly in-service training sessions as well as required licensure coursework including first aid, child abuse prevention, CPR, communicable disease. These 6 hour classes require a 3 hour refresher every three years and updates are the responsibility of the employee. These classes and career-related coursework should be noted on the Professional Development log. Professional development includes setting the environment at the beginning of each term, and cleaning/sanitizing it at the end of each term.

### **NAEYC Membership**

Membership in NAEYC, the leading organization for childcare professionals, is encouraged, as is participation in local, state, and national conferences, study teams, and the CLC/DTE Advisory Councils.

### **EC S.M.I.L.E.S. Club (Supporting Maturing Intelligence in Learning Educators)**

The purpose of this club is to provide a forum in which Early Childhood Education majors can support and socialize with one another. The club will enhance the educational goals of the students by offering workshops and field trips which directly relate to the field of early childhood education as well as provide a feeling of cohesiveness and camaraderie among the EC majors. Members must be enrolled in the EC program at SSU. Membership

includes an annual fee of \$10.00 which will be used to assist in providing club events i.e. guest speakers, field trips, and workshop opportunities. Members should be prepared to attend at least two meetings and one activity each semester to maintain an active status and help plan activities. T-shirts are available for \$7.00 a shirt.

### **Annual Requirements**

Staff will be required to keep record of and annually participate in:

- Staff development
- Handbooks and policy reviews
- Performance Evaluations
- CACFP Guidelines
- Department, accreditation, licensure standards

### **Professional Development/Service Learning Logs**

Staff are encouraged to be well-acquainted with the NAEYC standards, make professional contributions, and systematically log their professional and service learning (volunteer) activities on corresponding logs which should be turned in at the end of the term. It is a goal as members of this professional learning community to advocate for, serve, and make a difference in the lives of children in the broader, educational context. Such documentation is required for NAEYC accreditation reporting, in addition to building your resume'.

### **IPDP Documentation**

Teachers are responsible for their individual professional development plans (IPDP) and licensure/certification renewals. In addition, staff is required to log their professional development hours and contributions, which should be filed at the conclusion of each term. Employees should be evaluating their performance on a daily basis and the Director's evaluation is an ongoing process, using a building "walk-through" model. Specific concerns will be discussed accompanied by a plan for improvement and growth.

### **Performance Evaluations**

TA's and teachers will have an opportunity to evaluate each other anonymously, much like occurs in any course, as this is a lab opportunity serving as a paid internship for many SSU students.

Performance evaluations are conducted in accordance with university policy. Professional reflection is encouraged, therefore in a sense, performance

evaluations are not an event but rather an ongoing process. Annual goal setting and performance evaluation conferences are held with the director to discuss professional growth in the attainment of mutually identified goals in light of individual work performance, program improvement, and NAEYC standards. Formal evaluation conferences will be preceded by observations and professional dialogue.

### **S.P.I.R.I.T. Award**

Annually, a graduating senior early childhood education major is recognized at SSU's Evening of Honors with the S.P.I.R.I.T. Award. SPIRIT stands for: S-Setting high expectations; P-Professionalism; I-Inspiration; R-Respect for all Learners; I-Investing in the Future; T-Teacher.

### **Student Employee Hours**

Student employees cannot work more than 8 hours in a day or 20 hours in a week. Work-study students, however, can work up to 15 hours a week. Employment is based on full-time enrollment at SSU with a minimum class load of 12 hours. The amount of employable hours can increase to 30 hours over a break if the student is a full time student the quarter before and after the break.

### **Staff Schedules**

Schedules are built at the discretion of the Director. Continuity of care is provided by the full-time teacher with an understanding that teaching assistants in degreed programs must meet university program requirements. The CLC schedule is secondary to course requirements. Because teaching assistants are primarily intern teachers, an attempt is made to strike an early childhood mentorship with as many students as possible each quarter, thus a broad-band of opportunities is provided to university and preschool students alike.

### **Time Sheets**

Time sheets must be completed and signed by the employee and director every 2 week and hours should match the employee sign-in sheet which serves as verification of hours worked. Time sheets must be completed in 1/4 hour increments in blue/black ink only with time reflected in decimal equivalents.

15 minutes = 1/4 hour = .25

30 minutes = 1/2 hour = .50

45 minutes = 3/4 hour = .75

Pay period dates are noted on the cabinet in the copy room. Time sheets must be turned in to the folder on top of the mailboxes on time. Errors can result in money lost.

### **Breaks**

Required breaks must be reflected on the time sheet. Each teacher/assistant should schedule a 15-minute break every 4 hours and a 30-minute break if they work 7 hours or more. Fifteen minute breaks do not have to appear on the timesheets, however, the half hour lunch break must be documented. Breaks should occur with the approval of the teacher, while maintaining staffing ratios at all times.

### **Break Room/Kitchen**

The staff break room is available for a physical/mental respite from the responsibilities of the day, but breaks should be short in duration. A few guidelines for its care:

- Take responsibility for your personal items including clean-up;
- Keep the sink empty of dishes at all times & clean as you go;
- Keep the microwave clean;
- Label/date personal food/drinks in the refrigerator. Unlabeled items will be discarded.

### **Soft Drinks/Bottled Water**

Both are purchasable in the staff section of the refrigerator. A continuation of this service is predicated on the effectiveness of the "honor system" and the funding to sustain the service.

### **Attendance/Timeliness**

Because we work with children, staff/student ratios are a state licensing issue. It is thus essential that staff report to work on time each day. The person you are replacing may have a class or an appointment that requires him/her to leave at the end of their shift and the student/staff ratio must be maintained at all times. This is an issue that goes beyond licensing to collegial respect. For these reasons, please arrive on time and/or a few minutes early if possible. Parents and children depend on us and we depend on one another.

### **Illness Policy Staff**

Symptoms of short-term contagious diseases which can be transmitted through casual contact (fever, vomiting, diarrhea, sore throat, frequent cough, heavy running nose, frequent sneezing, etc.) during a 24 hour period prior to your scheduled attendance at the Center should be cause for replacement until the symptoms have been absent for 24 hours. Children or staff must be fever-free for 24 hours without medication before returning to the environment. Anyone with an undiagnosed or contagious skin or eye condition should not be at the Center and notification will occur in the case of exposure to communicable or infectious diseases.

### **Coughing**

Model and teach children to cough into the crook of their elbow, not into their hands to decrease the spread of germs through cross-contamination.

### **Sick Leave**

We hope that your health is such that absences from work will not be necessary remembering that the children count on seeing you and a good attendance record is essential for program stability and professional success. If, however, an absence is unavoidable due to illness or an emergency, **please secure a replacement** and call the secretary during program hours or the director after program hours as soon possible so all staff/children will be informed of the change.

### **Sub Coverage**

An absence may occur for reasons other than illness. Whatever the reason, the teaching assistant is required to secure his or her own replacement and inform the secretary directly. Absences should occur only on rare occasions. Once again, the children depend on you and we depend on each other.

### **Sub Coverage Communication**

It is very important that parents, children, and co-workers are informed of any staff changes when they arrive in the morning. Advance notification due to conferences, etc. is again, a courtesy to all.

### **Sign-out Procedures**

Employees are required to sign in and out on the clipboard located in the workroom as well as on their individual time sheet. This sheet is checked against time sheets before receiving the director's signature.

**Center Closings**

The center follows the university's inclement weather policy. We close only if the university is closed. Closings will be announced on WPAY and WNXT.

**University Standards of Conduct**

Shawnee State University uses progressive discipline in administering sanctions for violations of standards of conduct. The university reserves the right to determine when the nature of a violation requires that the University take immediate action up to and including dismissal. A fuller definition of campus safety and security information published in compliance with the Campus Security Act, 20 USC & 1092(f) can be found in the Shawnee State University Policies and Procedures Manual and on the Shawnee State University web page: [www.shawnee.edu](http://www.shawnee.edu).

**Professional Conduct**

Student workers will adhere to the approved guidelines from the department of teacher education. They are expected to:

- Conduct themselves, at all times, in a manner befitting SSU and the profession of teaching;
- Meet or exceed all policies/procedures related to professional conduct at the CLC;
- Use proper grammar in both written and oral communication;
- Maintain confidentiality regarding students and/or faculty/staff;
- Arrive and depart at the scheduled days/times;
- Refrain from consuming alcoholic beverages prior to or during their work tenure.

**Observation/Research Guidelines**

Observers must:

Secure permission from the Center Director 24 hours prior to the observation and produce class documentation defining the requirement and expectation. Sign-in at the designated area before the observation and show a photo I.D. Read and sign the Statement of Confidentiality prior to the observation to insure proper use of information secured.

**Personal Hygiene and Appearance**

Student workers will adhere to the approved guidelines from the department of teacher education. They are expected to:

- Maintain good personal hygiene and appearance;
- Hair and body will be clean and free of odors;

- False teeth (if applicable) shall be worn;
- Clothing or adhesive bandages will cover tattoos;
- Earrings should be subtle and professional in nature. Typically, one set for women or men is appropriate. Tongue studs and other exposed body piercings are not permissible.
- Hair will be colored/arranged in a conservative, professional style.
- Standard contact lenses are appropriate.
- Chewing gum is not appropriate and is a choking hazard for young children.

### **Professional Dress**

While we are working professionals, staff should dress to suit the activity-based curriculum and be easily identifiable by parents and children. Teacher assistants are required to wear:

- Collared placket-front or button-down collar shirts that have the "SSU Children's Learning Center" logo written on them. They can be purchased anywhere and taken to the Estep's Sporting Goods store for CLC personalization.
- Dark colored slacks or long shorts are acceptable in hot weather. Be sure your shoes allow you to make quick moves on the mulch-covered playground. Many staff members wear tennis shoes. Staff members are expected to wear their SSU identification (ID) badge at all times. This serves as an additional identification for families.
- Close-toed shoes are recommended. Flip flops are highly discouraged.

### **"Jeans Day"**

Friday is "jeans day". Jeans are permissible during exam week and on Fridays with a CLC t-shirt. Other jean opportunities are at the discretion of the teacher based on the activity level in the assigned classroom. Inappropriate dress may be cause for exemption from work on a given day.

A few things to note:

- Mini-skirts are not considered professional attire
- High heels/flip flops may impede performance of assignments.
- Shoes are required to be worn at all times by staff and students, except during rest time.
- Appropriate undergarments are required.

**Professional Leave**

Employees may be granted professional leave through special permission of the director. Leave must support the center's mission, vision, and goals and will be driven by the budget, supporting funds, and adequate class coverage, and should be noted on the Professional Development Log. A copy of any certificates received should be placed in your personnel file.

**Personal Leave**

Teachers maintain administrative contract status and as such are not entitled to personal days.

**Mailboxes/Correspondence**

The majority of all correspondence will be written/emailed so be sure to check your mailbox and the bulletin board in the copy room, at the beginning and ending of each day, with at least a daily email check.

**E-Mail Access**

Students should use their SSU E-mail accounts, checking it regularly for CLC updates; the quickest and easiest form of written correspondence.

**Telephone Protocol**

If you are covering the desk, please answer the phone, "SSU Children's Learning Center, this is \_\_\_\_\_, may I help you?" When calling a parent at work or home during the day, be sure to preface the call with "This is \_\_\_\_\_ from SSU Children's Learning Center. This is not an emergency call (unless it is)." Familiarize yourself with the secretary's duty file and secretary's handbook..

In the event you are not comfortable answering a caller's questions, contact the Director/Lead Teacher and/or take a name and telephone number for a return call. Never give information about a child to someone over the telephone. Do not make it a practice to use the telephone for personal reasons, as this is a business.

**Cell Phones**

Cell phones are not to be on during work hours unless it is being used for safety purposes on field trips.

**Other Personal Belongings**

Backpacks, jackets, etc. should be kept in an orderly fashion in the staff breakroom. Trip hazards are a safety issues. Purses can be secured in the cabinet under the table in the Copy Room.

**Telephone Use**

The main desk telephone and classroom telephones are to be used for school calls. Non-routine personal calls i.e. doctor, dentist, family emergency should be made from the teacher's office telephone.

**Long Distance Calls**

Personal long-distance calls on school time are discouraged. Should it be necessary, use your personal credit card or cell phone with permission. A long-distance access number is required for long-distance school business. See the director/secretary for this procedure.

**Clerical Tasks**

Please refrain from using the copy/fax/laminating equipment for personal use. If a particular need arises, please see the director or secretary.

**Communication**

Teacher communication includes daily conversations with families, daily notes home, weekly newsletters, and formal/informal parent conferences. The Center is an "open door" program in which parents are welcome anytime. Parenting workshops and family activities are a part of the program. Parents are encouraged to be as much a part of the Children's Learning Center as they have a desire to be and as their schedule allows. Teachers are expected to:

- Record communication with families on the communication log in student files;
- Date and label samples of each child's work;
- Regularly make anecdotal records;
- Document progress in the child's portfolio;
- Post weekly activities/schedules on the hall bulletin board;
- Attractively display children's work and photographs with descriptions of the process and the learning involved;
- Send daily notes home;
- Contribute to the weekly center newsletter;
- Prepare notes for and participate in parent conferences;

- Engage in frequent face-to-face or telephone conversations with parents/caregivers;
- Participate/facilitate special team meetings i.e., IEP conferences, behavior plans;

### **Language**

Teachers/assistants will model good communication skills with one another and with the children. Children are encouraged to use words to express their feelings as well as to work out difficulties. Even the very youngest children are exposed to verbal problem solving. Teachers try to help the child put his or her feelings into words. It is important to show how physical acts can be expressed verbally: "That makes you sad" or "You are angry because someone took your toy."

### **Records**

Student files, records, and personally identifiable data are accessible to the teacher and the teacher assistant at the teachers' discretion. The director/designee are responsible for the release of any/all records with parent permission.

### **Newsletters**

The CLC prints a newsletter, which is distributed each Monday. The newsletter highlights the past week's events as well as up-coming activities and reminders. Teachers are expected to contribute classroom news by Thursday for the Monday distribution. The menu for the week is listed on the back of each newsletter. All communication is also available electronically at the CLC website, <http://clc.shawnee.edu>.

### **Press Releases**

All press releases must be cleared through the director and the university and in such releases, the formal name of the program should be used: The Dr. Miller and Genevieve Toombs Children's Learning Center at Shawnee State University.

### **Calendar**

The center follows the SSU quarterly calendar with some extended days to meet the needs of working families. A copy is provided to parents in the enrollment packet and made available annually. No tuition is charged for university/center breaks.

**Requisitions/Purchasing**

Classroom requests should be recorded on a requisition and submitted with the accompanying catalog to the Director for consideration. Attempt to secure preview copies from the publisher. Submit evidence of your preview attempts and cost comparisons with a copy of the requisition. Major purchases should reflect advance planning and consequently should be minimal throughout the year. Classroom grants are encouraged and a viable source for securing general classroom supplies and items of special interest.

**Purchasing Card/Reimbursements**

A shopping list is kept at the front desk. Staff is responsible for adding needed items to the list. The university is moving to paperless invoicing meaning "petty cash" purchases should be limited to non-existent. Bottom line . . . plan ahead.

**Early Childhood Curriculum, Assessment and Program Evaluation  
Building an Effective, Accountable Preschool Program**

*Based on a Joint Position Statement of the National Association for the Education of Young Children (NAEYC), National Council of Accreditation of Teacher Education (NCATE), and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) for programs serving children birth through age 8*

**Curriculum:**

*The curriculum is thoughtfully planned, challenging, engaging, developmentally and individually appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all children.*

<b>Indicators of Effectiveness</b>	<b>How our curriculum meets this indicator</b>
Children are active and engaged.	As a model site for university students majoring in early childhood education, education, pediatric allied health and social sciences, the CLC bases its practices on sound research and innovative program implementation. Teachers plan meaningful experiences to engage children's minds and bodies in learning experiences throughout the day in interest areas, small- and large-group times, daily routines, and long-term studies.  <i>CLC Handbook, p. 4</i>

<p>Philosophy is clear and shared by all.</p>	<p>The CLC mission is a working family partnership. Recognizing parents as the most important teachers in their child's lives is central to helping them reach their optimal potential. The philosophy, principles, policies, and practices are based on a humanistic view of children and childhood. That is all children are respected as individuals without regard to race, color, creed, gender, national origin, or disability. Curricular goals are organized according to the philosophical principles of ODE's Office of Early Learning and School Readiness :</p> <p><b>Principle 1: All children are born ready to learn.</b>  <i>Translation: We provide a safe, nurturing, protective environment that is devoted to independent exploration and discovery.</i></p> <p><b>Principle 2: Relationships are influential.</b>  <i>Translation: Program goals are based on the belief that positive relationships with peers and responsive adults are vital to social growth and development.</i></p> <p><b>Principle 3: Communication is critical.</b>  <i>Translation: Children are provided a developmentally appropriate curriculum that emerges from each child's interests and needs and encourages creativity, curiosity, and imagination.</i></p> <p><b>Principle 4: Environments matter.</b>  <i>Translation: Children are immersed in an inquiry-based environment that facilitates their intellectual, physical, aesthetic, and social/emotional development.</i></p> <p><i>CLC Handbook, p. 7</i></p>
<p>Curriculum is evidence-based.</p>	<p>Sound theory is foundational and curricular goals are developmentally, culturally, and linguistically relevant for 3-to 5-year old children, including those with special needs. It is grounded in the</p>

	<p>child development theory and research of Vygotsky, Gardner, Maslow, Erikson, Montessori, and Piaget, as well as research on brain development, and the acclaimed early childhood movement from Reggio Emilia, Italy, and is organized in four content areas:</p> <ul style="list-style-type: none"> <li>• <b>Content Area 1:</b> English Language Arts</li> <li>• <b>Content Area 2:</b> Mathematics</li> <li>• <b>Content Area 3:</b> Science</li> <li>• <b>Content Area 4:</b> Social Studies</li> </ul> <p><i>CLC Handbook, p. 27</i></p>
<p>Valued content is learned through investigation and play and is focused on intentional teaching.</p>	<p>Teachers use a range of instructional approaches, from child-initiated play to teacher directed instruction. They offer children opportunities to investigate the world around them and to learn through purposeful play. Brain-compatible learning, differentiated and integrated instruction are developmentally appropriate and focus on the whole child. On the basis of assessment information, teachers build on what children already know and teach them important concepts and skills in an intentional way during large-group, small-group, and individual instruction.</p> <p><i>CLC Handbook, p. 27</i></p>
<p>Curriculum builds on prior learning and experience.</p>	<p>Teachers find out what children know and can do through ongoing assessment: observing, conversing, and conversations with families. Benchmarks of progress are documented in each child's portfolio which serves as a starting point for determining new concepts to be learned and scaffolding learning.</p> <p><i>CLC Handbook, p. 12</i></p>
<p>Curriculum is comprehensive.</p>	<p>The curriculum can best be described as "emergent literacy," predicated on its integration with the other content areas, thus the curriculum is comprehensive and addresses all areas of development: social/emotional, physical, cognitive,</p>

	<p>and language. It also includes all subject-matter areas: literacy, math, science, social studies, the arts, and technology.</p> <p><i>CLC Handbook, p. 27</i></p>
Professional standards validate the curriculum's subject-matter content.	<p>Content for the curriculum is based on national standards of various professional organizations: National Association for the Education of Young Children (NAEYC), International Reading Association (IRA), Ohio Department of Education Office of Early Education and Instruction. Curriculum content and practices are aligned with current research.</p> <p><i>CLC Handbook, p. 27</i></p>
The curriculum is likely to benefit children.	<p>The curriculum meets the 198 nationally recognized criteria for high quality in ten program area. Curricular decisions are grounded in research-based practices and in their implementation result in positive child outcomes.</p> <p><i>CLC Handbook, p.4</i></p>

### **Curricular Support Materials/Publications:**

#### ***All children are born ready.***

- Learning to Read & Write
- Developmentally Appropriate Practices
- Starting Out Right
- Art as Illustrators

#### ***Relationships are Influential.***

- Ethics and Early Childhood Education
- Reggio Emilia: The Rights of Children
- Love to Read- Early Literacy for African American Children

#### ***Communication is Critical.***

- Much More than ABC's
- Make Way for Literacy
- On Solid Ground
- Children as Illustrators
- Ladders to Literacy

***Environments Matter.***

- Young Investigators
- Teaching with the Brain in Mind
- Active for Life
- Classroom Management in Pictures
- A Picture is Worth 1000 Words

**Assessment:**

Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To assess young children's strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific beneficial purposes:

- 1) making sound decisions about teaching and learning,
- 2) identifying significant concerns that may require focused intervention for individual children, and
- 3) helping programs improve their educational and developmental interventions

<b>Indicators of Effectiveness</b>	<b>How our curricular assessments meet this indicator</b>
Ethical principles guide assessment practices.	Children are observed over time, and decisions are made based on broad-based, broad-band considerations.
Assessment instruments are used for their intended purposes.	The primary purpose of assessments is to guide curricular planning and instruction as well as gather reporting information for program planning and improvement.
Assessments are appropriate for the ages and other characteristics of children being assessed.	Assessments are strength-based and effective for all children including with disabilities and English as a second language learners.

<p>What is assessed is developmentally and educationally significant.</p>	<p>Assessments are comprehensive, including social/emotional, physical, cognitive, and language developmental areas. Objectives related to content areas are included in the assessment. Developmental milestones correlate well with state early learning content standards.</p>
<p>Assessment evidence is used to understand and improve learning.</p>	<p>Information learned using developmental milestones enables teachers to guide children's progress related to each objective. Teachers find out where a child is along the continuum and then provide appropriate activities to help a child progress.</p>
<p>Assessment evidence is gathered from realistic settings and situations that reflect children's actual performance.</p>	<p>Assessment evidence is based on observation and documentation collected during day-to-day classroom activities rather than in a contrived testing situation.</p>
<p>Assessments use multiple sources of evidence gathering over time.</p>	<p>Documented observations and work samples, including examples of children's writing, artwork, photographs, and audio and/or video clips are collected as part of everyday experiences over the course of the school year. This data, along with family input, helps teachers evaluate children's progress at two checkpoints during the year.</p>
<p>Screening is always linked to follow-up.</p>	<p>Screening instruments are selected by local programs. However, teachers may use the data obtained through the use of developmental assessments as one source of information when determining a child's need for further diagnostic testing and evaluation by trained individuals.</p>
<p>Use of individually administered, norm-referenced tests is limited.</p>	<p>Developmental assessments are not norm-referenced tests. Norm-referenced testing is a decision made by the local programs to which are children are associated in multiple counties in Ohio or Kentucky.</p>
<p>Staff and families are knowledgeable about assessment.</p>	<p>Training on developmental milestones and developmental assessments is available for teachers and assistants. Teachers generate individual portfolios for family/school purposes.</p>

### **Lesson Plans**

Lesson plans follow a common construct but are child-centered and student driven. They should:

- Be electronically submitted to the director on Thursday for the following week;
- Follow DTE formatting to meet the needs of students/course requirements, including but not limited to a rationale statement, standards covered, center activities, special needs;
- Be emailed to all staff assigned to that classroom;
- Be accessible in the classroom and available to parents;
- Be logged in a cumulative notebook in the classroom and available to parents, TA's, and substitutes;
- Be shared with and include the responsibilities of the teaching assistant(s) and other known class participants;
- Be written in a manner that defines special needs for substitutes including special parent concerns, medications, dietary restrictions, etc.

### **CLC Library**

The CLC Library is housed in the conference room. Books are catalogued topically and color-dotted for ease of location and access. Borrowed books should be returned to the proper shelves when no longer in use. A master list of books is catalogued on a CD Rom on the laptop. Books are borrowable for college coursework but should be signed out at the front desk and returned as soon as possible (one week maximum) for teacher/classroom access. The library is an honor system library.

### **Bookmobile**

The Bookmobile will come 2 days a month (back-to-back) to accommodate children who attend on alternating days. It is recommended that the class be split based on days of attendance, thus intensifying the small group opportunity. Children have the opportunity to secure a library card and books can be checked out by the children. Books can be kept for 28 days and parents must return them to the Library.

### **Library Backpacks**

Thematic backpacks are available in the library. Exercise care so as not to mix backpack manipulatives with classroom manipulatives.

### **Teacher Resources**

The library has many teacher resources including books, magazines, and research articles on many and varied topics. The library also has a wealth of software options.

### **Center Construct**

Classrooms are center-based offering children opportunities to participate actively, independently, and successfully. Well-organized space with good traffic patterns will allow investigation, imagination, participation, and spontaneity while maintaining a sense of order. A few points to keep in mind:

- Have all materials needed for the center within that activity area;
- Use dividers/shelves to separate noisy and quiet areas (4 ft. max. ht.);
- Provide for individual as well as small group activities;
- Set paint and sand/water tables near a source of water and on washable surfaces;
- Make traffic flow efficient;
- Place posters, pictures, artwork at a child's eye level;
- Have soft, private hide-aways where children can get away but still be observed.

### **Breakfast**

A breakfast is a licensing regulation due to the length of our program day. It is not a sit down breakfast but a "set out" breakfast as an option for children, and breakfast will be served between 9:30 and 10:30 each morning. Parents are encouraged to provide a nutritious breakfast before children arrive recognizing that young children benefit from small meals often. The breakfast consists of 3 items: a fruit (or juice); milk; a grain.

### **PM Snack**

A snack is provided in the afternoon. Snacks are posted on the daily menu and include 2 required items one of which is 100% juice or milk.

### **CACFP Meal Counts**

Meals must be counted at the point of service and counts must be posted on the log sheet on each refrigerator. Counts are based on actual children served not attendance records.

### **Lunch Routine**

If you work from 11:00-1:00, you are expected to eat with the children. Lunch occurs in our classroom communities as a family dining experience. Teaching assistants are required to set up the classroom with the assistance of preschool classroom helpers, 15 minutes prior to the scheduled lunchtime. Clean up is handled by classroom staff and children who should clean quickly, thoroughly, and proceed to the playground to relieve staff in need of a break. There are no special orders for TA lunches. Salads are a reserved option for teachers who are full time employees and at the center every day.

### **Lunch Procedures**

Mealtime is an opportunity for learning. Staff will eat with the children as a part of the curriculum's social focus. Lunch is served in a modified family-style dining format, allowing the children to receive the USDA recommended portions and also allowing them to pass/share food and practice portion control/good manners. While eating with the children and modeling manners is important, it is fundamentally important to assist children first and foremost.

A recommendation for consideration: Involve the children in a carpet, whole group activity while the tables are being set. Once the tables are set, dismiss the children in small groups to wash their hands and be seated at the table.

Staff should sit at the tables with the children. We are not "waiters", but rather we are "din-ers." Show children what is expected of them i.e., sit up straight, feet and hands to self, be courteous, use a napkin, etc. It is important, however, to be conversational. Meals should be a pleasant, quiet, stress free, "fine dining" experience.

Children are encouraged to take a "no thank you" helping for those items they claim not to like or prefer. They may change their mind when others (like staff who like everything☺) are talking about how delicious those vegetables are. Children should wash their hands/faces and clean up their areas when finished, including assisting with sweeping and table wiping. Staff can then sanitize and wipe floor spills.

Food or drink is not to be consumed in front of the children unless staff members are eating with the children. Food is never to be used as a means of punishment. Never send a child away from the table because of bad

manners. Also, food should not be shared from one child's plate to another. Meals from home are not permitted unless previous arrangements have been made due to dietary restrictions.

### **Food Allergies**

It is the responsibility of the parent to notify the center of any food allergies. It is our responsibility to post and honor them. Food allergies are posted by class/name on every refrigerator in the center. Failure to do so can pose a serious health risk to some children.

In addition to food allergies, some foods present choking hazards for children, particularly under age 4. That list includes but is not limited to:

- Hot dogs (Slice in half long ways)
- Nuts, seeds
- Hard candies/suckers
- Popcorn
- Whole grapes (Slice in half)
- Raisins

### **Preventing Food-Related Allergic Reactions**

Children with special diets and/or food allergies are required to have a Medical Care Plan on file. The plan indicates the child's name, the food allergy, symptoms to be aware of in case of an exposure, the emergency drug/treatment plan, etc. The form is required annually. Posted copies will be on all refrigerators, including the kitchen refrigerator, and the food vendor will be made aware of dietary restrictions, as well. Parents will provide staff training as needed with staff signatures when training occurs. For Epi-pen emergencies, staff will be required to view a video, have knowledge of where the Epi-pen is stored, food avoidance procedures, and cross-contamination issues. Staff should do a detailed reading of food labels to avoid allergic reactions.

### **Peanut-Butter Allergy**

Minimally, staff will make every effort to provide a peanut-butter free area for the child and/or a room will be designated as needed. Food sharing is never an option. Parents will be responsible for providing food served to the child. Parents will be notified in advance of food-related special events such as birthday parties in which meals are not listed on the newsletter. Parents

will also be notified of any special projects in which food is used, such as arts and crafts.

### **EpiPen Jr.**

The EpiPen Jr. is obtained by prescription from the allergic child's physician and will be stored at room temperature in the lockable medicine drawer under the student files in the front office, unless by special request, permission is granted to keep the Pen in the classroom. It should also travel with staff in the first aid backpack. Staff should know its location at all times and at all times should it be securely located with the child. The EpiPen Jr. is required to be labeled with the child's name and expiration date. The child's parents will supply the Pen and will be responsible for ensuring that it is within the expiration date. Consider securing the video "The Elephant Who Couldn't Eat Peanuts" to make children aware of food-related allergies.

### **EpiPen Jr. Administration**

If a suspected serious allergic reaction occurs, the child should be taken to the office. An immediate call will be made to 9-911, then the parents. The EpiPen should be obtained and administered immediately. It may be administered through the child's clothes by removing the gray cap and pushing the black end directly into the thigh until a click is heard; hold it in place for 15 seconds; then massage the area. Any staff member can administer the EpiPen Jr. The emergency squad should be informed that the child has received epinephrine.

### **Allergic Documentation**

If an allergic reaction occurs, documentation in the child's record will include the nature of the reaction, the time of the allergic reaction, the time of administration of the EpiPen Jr., the time the rescue squad was called, the outcome of the intervention and the time the parent was informed. When an EpiPen Jr. is used, it should be replaced.

### **Do's and Don'ts of Snack and Meal Times**

#### **Do:**

- Check the allergy/restricted food list posted on each refrigerator;
- Clean and sanitize before and after each meal;
- Always have a plate, napkin, barrier between the food and the surface;
- Make this a pleasant learning opportunity;

- Allow children plenty of time to eat;
- Allow children to decide the amount of food they eat;
- Let children serve themselves from bowls/platters, etc.
- Serve a variety of foods to meet nutritional needs;
- Portion sizes are appropriate for the children;
- Second servings of several foods are available;
- A safe/sanitary environment is offered to the children;
- Encourage children to identify, try, and enjoy a wide variety of new foods, new tastes;
- Sit at the table with the children & eat the same food as the children
- Speak positively about the food being served, "Isn't this broccoli a beautiful green?"
- Share pleasant conversations at mealtimes;
- Allow children to rest quietly 5-10 minutes before and after meals, listening to soft music, reading a favorite story, etc.;
- Frame your instruction quietly and positively;
- Mark the meal count after breakfast, lunch, and PM snack.

**Don't:**

- Use food as a means of punishment or withhold it from a child;
- Pass your dislikes on to the children;
- Require the children to eat vegetables;
- Allow children to eat from one another's plates;
- Bribe children with food i.e., a cookie for finishing
- Delay milk until certain foods have been eaten
- Allow children to trade with other or return food they have handled;
- Send a child from the table because of bad manners;
- Rush a child to begin or finish eating. Gently coax/encourage a child to eat.

Children should be encouraged to taste everything but not forced to eat anything. They need only eat what they like and in no special order. Make children feel capable by complimenting their good choices, "thank you for throwing your napkin away."

**Lunch Helper Responsibilities**

Child helpers should assist in setting the tables and all children should assist in clean up of their area. Children should be encouraged to identify and enjoy a wide variety of foods. Sharing your distaste for a food may prevent a child from even trying it.

Staff members handling food must wear gloves, hats, and serve the full portions as mandated by the federal food service program and directed by our licensed provider, Sodexo.

## **Family Style Dining**

### *Server Responsibilities*

- Work breathlessly but with dignity;
- Sanitize all serving counters and tables before and after use;
- Remove large red trash can from closet for rolling to each classroom, emptying classroom trash each day, replacing soiled bags, wiping down trash containers/wall areas as needed;
- Wear hairnets or hats (no one is permitted in the serving area without a hat or hairnet) including children;
- Be in the workroom to receive food at 11:00. Be sure the labeled carts are equipped with the needed dishes/utensils each day and deliver the carts to the appropriate classrooms so staff/children can set tables (assistance will be provided by Opening/Closing Staff);
- Cut sandwiches in half as service portions from our caterer are twice the RDA requirement. Hot dogs should be halved longways and shortways.
- Bowl/plate items for child passing;
- Classroom helpers can assist, with your help, setting out milk, refilling pitchers, fruit, etc.;
- Minimally wipe up spills/check floors as children are eating, so the room looks fresh, dignified, and sanitary. *No chemical sprays should be used with children present and sprays should be into a cloth as opposed to directly on the surface and/or airborne.*
- Clean as children are eating but be attune to their needs as a priority, circulating to see if children need help anything, more of anything, etc.;
- Wipe all tables/work areas with Workout followed by Terminator to clean then disinfect;
- Place leftovers in Ziploc bags as each group finishes. Date the leftovers. At end of lunch, place leftovers in the break room refrigerator, take cleaning cloths to the laundry (start load), place cambros to the hall (in bad weather) or place just outside the door for pick up at approximately 12:45; at the east end of the building;
- Empty all trash cans into large red-wheeled can, replacing bags if necessary;

- Wipe any wet spots on floor with rag and dry sweep floor;
- Take garbage to the dumpster (recommend bag changing after each class, placing tied bags just outside the outside door until all classes are finished);
- Wipe can down if necessary and wheel can back into the janitor closet;
- At end of lunch, refill utensil containers i.e., napkins, gloves, etc. (notify secretary when supplies are needed);
- Refill cleaning supply bottles;
- Wipe counters/sinks/check toilets in each classroom;
- Hurry to playground and replace staff who need a break.

### *Generalities*

Food is delivered in 3 cambros which should be opened only when ready to serve so that temperature is stable and we are Health Department compliant. Other delivered items may include: napkins, silverware, serving utensils, dishes, milk, and condiments. It is necessary to refill carts with needed paper supplies daily and let the secretary know if a quantity in something is low.

### *Lunch Times:*

Group 1      11:15 - 11:40  
 Group 2      11:45 - 12:10  
 Group 3      12:15 - 12:40

### **Cleaning Schedule**

Cleaning must be completed according to Rule 5101:2-12-15 Appendix A which defines frequency of cleaning/sanitizing and helpful hints. Use Appendix A to determine whether the item needs to be cleaned and/or sanitized, frequency of cleaning/sanitizing and helpful hints.

### **Daily Dishes/Re-servings**

All dishes, cups, silverware, etc. should be cleaned and sanitized after each use (or sent home each day for cleaning). This means cups of milk and juice cannot be re-served throughout the day. The one exception to this rule is labeled containers of water. Individual servings of food or drink must be discarded if not consumed during the meal or snack time unless individually packaged and unopened.

### **Nap/Quiet Time**

Naptime occurs after lunch. Children are required to quietly rest on their own labeled cot. Following their nap, the child's personal belongings should be placed on their cot before they are stacked and put away. These items will be sent home weekly on the child's last day of attendance ie., a T/Th child, items come in on Tuesday and go home on Thursday.

Sleeping away from home is a new experience for many children. The atmosphere at the Center must be quiet, calm, and loving. A story read as they sit on their cots can be a great calming technique. At nap time:

- Play soft, soothing music;
- Rub backs of children who are having difficulty sleeping;
- Take time to have a few special words with as many children as possible;
- Be sure each child gets a good-night pat, word, etc.;
- Tuck them in.

The ratio of adults to children can double at nap time. Staff will perform clean-up duties, planning, or meeting during nap time. Staff members must stay awake during this time. As children wake up, go to the, encourage them to put on their shoes, fold their blankets, help put away their cots, go to the restroom and wash their hands, snack, and play quietly until everyone is awake. Rest time is approximately one hour, but it can vary by children at the direction of families. Younger children may require a morning nap, particularly if they have been up early and traveled a distance. Be accommodating.

### **Field Trips**

Field trips are learning opportunities beyond the classroom that provide contextual learning. They significantly increase learning outcomes, including transfer and retention, by providing opportunities for students to develop and/or broaden their social and communicative skills. Requests for such opportunities require pre-approval of the director and permission from the parents of participating students.

### **Field Trip Coverage**

Teachers should carefully examine their child/adult ratios in light of participating parents and request coverage in advance when needed.

### **Field Trip Types**

Field trips are of two types as defined by licensing: routine trip walks (RTW) and field trip walks (FTW). Requests for such opportunities require pre-approval of the director following the guidelines established on the licensure form. FTW's require a written roster identifying whom the children are assigned to. While parents/volunteers may walk with the children, the assigned roster requires that paid staff are defined per the 1:7 ratio.

### **Field Trip Procedures**

Field trips of a non-routine nature (FTWs) require:

- Advance permission of the director
- Parent permission forms
- Field trip roster
- Adequate chaperones (1:7 per licensing, 1:4 or less for CLC)
- Medications per the medical care plan
- Sunscreen list/sunscreen if weather conditions require
- Rolling backpack
- First aid kit
- Change of clothing
- Extra child identification tags
- Cell phone

### **Field Trip Forms**

Copies of parent permission forms including the date, time, cost, and purpose of the activity should be secured in advance. Copies of the emergency medical forms are in the field trip backpack which should accompany the teacher to the community site. Copies of all center forms are in the Employee Desk Reference in each classroom in addition to the forms file in the main office. The permission slip must now include how children will be transported on the trip.

### **Authorization of Pick Up**

Children can only be released to those who the parent/guardian have identified on the proper form as authorized individuals. If you do not know a pick-up person by sight, it is not only appropriate but necessary that staff ask them for a photo ID. That should occur at the desk but it is better to be safe than sorry. Double checking is safe and honorable.

### **Fire Drills**

Teachers are responsible for the safe and orderly dismissal of their children during a fire drill, accompanied by a class count on departure, a class count on reentering the building, with a notation on the class roster. One staff member leads the group out and the second staff does a room sweep and follow the children out. Doors and windows should be closed with arrangements made for assisting children with disabilities out of the building. Once you have exited the building, walk to the designated area away from the building. Children should be quiet and an attendance check should be done with the class roster. Wait for the "all clear" signal before re-entering the building.

A room sweep should be conducted to be sure there are no children in restrooms, cubbies, etc. In the event of a real fire:

- Pull the fire alarm;
- Grab the class roster, emergency backpack, and emergency medicals, take attendance before departing and after arriving at the safe area;
- Administrator/administrative designee will give permission to re-enter the building or provide further instructions for housing children and notifying families;
- Do not touch the light switches as the fire could be electrical in nature.

In the event a fire should occur in the building when on the playground, do not enter the building. Unlatch the playground gate (enter combination/push up on lock) and exit a safe distance away from the building.

### **Rosters/Child Identification**

Rosters are required to be present with children 100% of the time, including all emergencies. In the event children leave the classroom with a staff member i.e., checking laundry, cooking something, etc., clip clothespins identifying children who are in another area should be attached to the roster/clipboard.

### **Bomb Evacuations**

Bombs can be constructed to look like almost anything and can be placed or delivered in any number of ways. Most are homemade and limited in their design only by the imagination of their creator.

If a threat occurs by telephone, make an attempt to keep the caller on the line as long as possible while someone alerts campus security/an operator to

trace the call. Always inform the caller the building is occupied and the detonation of a bomb could result in serious injury or death. Pay particular attention to background noises that may give a clue as to the location of the caller. Listen closely to the voice, voice quality in order to provide a detailed description. Remain calm and ask the caller the following questions:

- What kind of bomb device is it? (pipe bomb, etc.)
- What time will it go off?
- Who are you wishing to harm?
- Why are you doing this?

Evacuate the building and avoid the danger area if another location was given. Absolutely all personnel and students should be evacuated and removed as far from the building as possible. Teachers should:

- Grab the class roster, emergency backpack, and emergency medicals. Additional materials that may be secured: flashlight, radio, tissues, classroom first aid kits, blankets. Attendance should be taken in departing and arriving at the safe area;
- Administrator/designee will give permission to re-enter the building or further instructions for housing children and notifying families.

### **Supervision**

A planned environment which provides a variety of activities from which the children may choose is the best deterrent to negative behavior as well as watchful and engaging activities and supervision.

Children will be supervised at all times. Children are never allowed to open an outside door. Children are allowed to enter a room only when an adult is present and at no time will a child be left alone. Children may not enter the building unsupervised or proceed through an interior or exterior unless accompanied by an adult. Adult should lead, and when possible, a second adult should follow the children.

### **Active Supervision Defined**

#### **Rule 5101:2-12-20 Supervision, Staff/Child**

Staff may not be counted in ratio if they are engaged in telephone conversations, face-to-face conversations, or email conversations/activities with parents or staff.

**Staff/Child Ratios Posted**

The center must post the JFS 01210 "Required Staff/Child Ratios for Child Care Center" in a conspicuous place at the entrance of each classroom or home base area.

**Daily Playground Sweep**

All staff are expected to be safety conscious. This means:

- Careful and adequate supervision of children indoors and out;
- A playground sweep before entering the area;
- Removal of dangerous, broken, or unsafe equipment;
- Refereeing rough play;
- Picking up objects off the ground;
- Using toys in their prescribed manner;
- Practicing stranger danger;
- Avoiding contact with stray animals;
- Reinforcing the 3 school rules.

**Quarterly Playground Inspections**

Center administrators must complete a quarterly playground inspection. The inspection must be documented on a JFS 01281 "Child Care Playground Inspection Report" which can be found on the department's website. The reports must be kept on file at the center for one year. **Note:** Quarters are defined as:

- January - March
- April - June
- July-September
- October - December

Programs in operation any time during a quarter are required to complete an inspection. Programs that are closed an entire quarter are not required to complete an inspection for that quarter. By reviewing the JFS 01281 forms. If the specialist observes playground equipment that is not compliant with the rules, it is marked as "out of compliance" on the MAPS inspection report, even if the administrator has marked it on the playground inspection report as needing to be repaired.

**Playground Safety**

The best (only) way to guarantee safety is to be adequately dispersed on the playground or in the classroom. Our time should be spent talking/interacting with the children not one another. Routine procedures include:

- Counting the number of children before going out and coming in;
- In the absence of a portable walkie-talkie, you are a walkie-talkie that must communicate your and the children's whereabouts with other staff;
- Be conscious of and maintain the appropriate ratio at all times;
- Honor the playground/lunch time schedule with preferably no more than 2 classrooms on the playground at any given time.
- One child at a time can come in with permission and your door supervision for a drink or rest rooming;
- Take crated activities outside and provide planned activities for children's participation;
- Be creative- conduct a parade, do karaoke, bubbles, sidewalk chalk, large puzzles on the soft surface, etc. Whatever goes out, however, must be organized and returned.

### **Safe Outside Play Temperatures**

According to the Ohio Department of Job and Family Services Rule 5101:2-12-14, outdoor play shall occur in suitable weather. Extreme heat, cold, rain, snow, or sleet may prevent outdoor play. The heat index or wind chill should be the real gauge of the conditions outside. A popular misconception is that cold weather causes children to become ill or catch colds, however just the opposite is true. Having some time outside, even in colder weather, is good for children because it provides them an opportunity to breathe fresh air, as opposed to warm, recycled air, which is a breeding ground for germs and viruses. 30-90 degrees is considered to be in the safe zone; 20-30 degrees requires hats and gloves, and 90-100 degrees, sunscreen should be used on those with parent permission with frequent water breaks encouraged for all. As a general rule, if parents send their children in hats, boots, gloves, have the child wear them. Follow the modified summer schedule in accordance with the heat index.

### **Equipment**

Equipment will be sturdy and well maintained. Children will be shown how to use equipment and toys correctly and safely. Children will be taught to keep toys away from windows or climbing equipment and out of traffic paths. Limiting the number of children using equipment or materials at a given time will prevent accidents and material destruction. Broken/damaged objects/materials should be removed from the playground and given to the director

### **Playground Center Construct**

The playground construct is moving toward one of center-based, to reflect the instructional program. Center areas may include:

- Butterfly Garden (rain gauges, bird feeders, benches)
- Grass/Sports Complex (T-ball, football, Frisbee, soccer, sand tables)
- Climber (slides, tunnels, merry-go-round)
- Digging Area (mulch, gravel pit, trucks, pulleys)
- Bike Trail (wagons, tricycles, tractors, trucks, gas pump)
- Swing/Reading/Art Area (easels, picnic tables)
- Soft Surface (music, karaoke, large floor puzzles, leggos, mats, dramatic play, blocks, books, conversation, tents/designated open reading areas, mats)

Equipment fitting the designated center/area should be directed/confined to that area. Playground activity crates in the gross motor room provide playground variety. Provide leadership in stimulating areas beyond motoric play (chalk art, parades, music/dance, ribbon wands.) Materials should be monitored and returned to their respective labeled crates, with crates returned to the closet shelf at the conclusion of the designated play time.

### **Playground Routine**

Licensing requires the children to be outside each day. The amount of time is dependent on the weather. When in doubt ask one of the teachers in charge. Outside play typically occurs before 9:00, after lunch, and at 3:00 when preschool is over. Other times are at the discretion of the teachers.

When on the playground and throughout the day, spend time walking around and interacting with the children. If you are standing off to one side, you will not be able to hear conversations and build on children's experiences. Sitting is not a choice unless sitting is a part of the activity with which children are engaged. It is however, important to not be so involved that you lose sight of the "big picture" for all the children.

### **Playground Procedures**

Routine procedures:

- Staff will count the number of children before going outside and once again when outside. The same is true before returning inside.

- The class roster must accompany children outside and throughout the day.
- The same ratios that govern inside activities govern outside activities. When clean-up permits, a lunch person may accompany the children outside.
- Each classroom will follow the schedule and the assigned playground time.
- Teachers should be positioned in front and back of the children's line when they enter/exit.
- When a need arises requiring staff to leave the playground, alert other staff to be aware of the count and reposition themselves for the best monitoring.

### **Playground Activities/Rotation Options**

Acquaint yourself with the many activities in the Multi-purpose Room closet and exercise initiative in choosing/providing varied activities.

### **Bathroom Supervision**

A staff member needs to accompany children to the bathroom and/or check the bathrooms immediately after use until routines are well-established. Children must learn to properly use toilet tissue, put paper towels in trash cans, and wash their hands. Such monitoring will prevent the need for regular mopping (check floors frequently). In the event of an accident, mopping should occur as soon as possible.

### **Playground Accidents**

An accident without a witness should be rare or nonexistent. When children are at the sandbox, an adult should be near to see that the sand stays in the box and it is not thrown near eyes.

### **Playground Precautions**

The playground is an area where children are challenged physically and socially in much needed fresh air. Staff is actively supervising and encouraging children to take turns, cooperate, share, and plan together.

Close supervision of children outside is ESSENTIAL. Accidents can happen within a second but can often be prevented with proper supervision. Children have alternating playground time due to safety and square footage. Children are the first priority. Communication between staff members should be for information/messages only.

Precautions must be taken and procedures established and followed when children are on the playground i.e., How many children can be in the sandbox? What is a safe distance from the t-ball stand? Is it safe to hang from the top bar on the fire truck? Should children be pushing children on bikes? Children's standards of safety will likely differ from ours.

### **Playground Supervision**

The playground should be thought of as three areas

- 1) Turf and garden area
- 2) Climber and shelter area
- 3) Shelter and track area

Three distinct areas means three people supervising the full space or shrinking the space to match the coverage.

### **Playground Schedule**

A minimum of one full-time teacher will be on playground supervision during the midday. The schedule is as follows:

	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>
11:15 - 11:40	Lunch	Teacher Playground	TA Playground
11:45 - 12:10	TA Playground	Lunch	Teacher Playground
12:15 - 12:40	Teacher Playground	TA Playground	Lunch

### **Clothing to Suit the Curriculum**

Please be sure each child's personal belongings are labeled and worn: especially hats, coats, mittens, and boots in applicable weather. If parents send it, assume it was sent for that purpose. If they don't and it's needed; make it available. CLC clothes should be labeled, laundered, and properly stored.

### **Accident Reports**

Accident reports must be filed using the licensure form on the day of the occurrence. In addition to the reporting staff and director's signature, a parent must sign them within 24 hours. Accidents of a serious nature are defined on the state licensure form and require filing an additional report with state licensing authorities within 24 hours.

The routing procedure for reporting is:

- File a copy of the report with the director for a signature;
- Have the parent read and sign a copy on the day of the occurrence;
- Give the parent a copy and place the original in the child's file after signatures are secured;

### **Electrical Outlets**

Electrical outlets are kept covered with electrical protectors at all times. When a plug is removed, a protector is installed immediately

### **Safe Scissors/Pencils**

Children will be sitting and monitored carefully when using scissors and pencils. Care should be exercised when using adult scissors around children. Treat them as a chemical. When not in your hand, they are not out and accessible.

### **First Aid**

First aid must be administered whenever a child is injured, and an accompanying report must be filed. For any injury of the head or face, consult with the director/designee. Medications are never used unless prescribed; therefore soap should be applied thoroughly to cleanse a wound before applying a bandage.

### **First Aid Kits**

The location of First Aid kits is on the General Emergency Plan in each classroom. Contents of the boxes are identified on the top. Teachers are responsible for checking them and replenishing needed items. Regular checks should occur on the day of center fire drills. Staff members trained in first aid will follow medical protocol as posted on the charts in the classroom, referencing the manuals when necessary.

### **Hand washing**

Staff are required to wash their hands using proper hand washing techniques *upon entering the building*. Proper hand washing is defined on posters by every center sink. In addition, staff/children should wash their hands and monitor children who do so before and after eating, before and after rest rooming, after contact with body fluids, after cleaning, and before and after food handling.

Proper hand washing techniques are posted by all sinks and should be followed by staff and modeled by children. After turning the faucet off using a towel as a barrier between the faucet and your hands (this will take some time but it is required that it be taught to the children), discard the used towel in a trash can lined with a fluid-resistant plastic bag, preferably in a trash can with a foot-pedal operated lid.

### **Cross-Contamination**

You may be surprised to know that you don't get colds from wet feet, going out in the rain without a hat, or exposure to cold air. Although colds are more prevalent when the weather is bad, studies show that even when winters are mild, people get colds.

You do, however, get colds from other people and when you are in close quarters with lots of people, there are more chances for colds to spread. There are more than 150 viruses that cause colds and there is no way to immunize or vaccinate against the common cold. The greatest prevention is proper handwashing...proper handwashing...proper handwashing!

Staff and children should wash their hands:

- Upon arriving at the center;
- After restrooming;
- Before and after eating;
- After handling bodily fluids (sneezing, nose wiping, etc.)
- After handling pets or other animals.

### **Handwashing Song/Game**

The water is preset to be warm; however, it is the friction more than the water temperature that is responsible for killing bacteria. For this reason, singing a hand washing song or counting to 20 will help the children meet the required time for cleaning. Make hand washing a game. Even hand washing can be fun! Take note of children playing in the water, however, and move them along. Regularly wipe down the sinks and monitor the floor area to avoid slips/falls.

### **Universal Precautions**

Staff members should follow universal precautions and wear disposable gloves when administering first aid. When the potential for handling blood or body fluid occurs (caring for cuts, cleaning up vomit, bloody noses, urine, feces, etc.) staff must:

- Wear vinyl gloves;
- Follow proper handwashing;
- Properly dispose of the trash (Bloodied items must be double bagged in a plastic bag which can be tied shut);
- Clothes containing blood must be sent home in a sealable leak proof bag or double bagged;
- Clean and sanitize all areas properly.

### **Medical Protocol**

The charts on each classroom bulletin board should be consulted for medical protocol. In addition, there is a handbook with defined flow charts in the workroom.

### **First Aid Kits**

In addition to the required items, if milk and ice are not kept in the first aid kit, there must be signage in/on the kit that indicates the location of these supplies.

### **Procedures for Head Injuries**

1. If a child hits his head, even if it doesn't appear to be serious, take him to the administrator/designee and inform the teacher.
2. Child will remain with staff for several minutes while the parents are called and informed of the head injury.
3. Ice may be placed on the "bump" if one is seen.
4. Some of the things to watch for are as follows:
  - Pupils in both eyes remain the same size and change in size when a light is shined into the eyes (have child look up; turn lights off and then on while observing the pupils. Flashlight is also acceptable.)
  - The child remains coherent. He/she is able to recognize people and speak intelligently.
  - The child is able to follow a finger moved left to right in front of his eyes.
  - The child does not exhibit any behaviors that are out of the normal for him/her.

(If any of the above-mentioned symptoms occur, a decision may be made to call 9-911 to have the child transported to SOMC emergency room. Contact should be maintained with center staff and a complete report filed as soon as possible. )

**Note:** *Children should never be allowed to proceed with any activity that may result in a serious fall. Even with the best guidance, a child may be hurt accidentally. Head injuries have the potential to be very serious. They should always be handled with much care.*

### **Communicable Disease**

Each classroom is required to post the ODHS Communicable Disease chart, which identifies diseases, symptoms, methods of transmission, and control measures. As a childcare center licensed by the State of Ohio, it is required that the procedures concerning communicable disease be strictly adhered to at all times to protect the health and safety of all children and staff members. Any child or staff member exhibiting any of the symptoms identified on the ODHS Communicable Disease chart is considered a possible carrier and may not be in attendance at the center.

If a preschool staff member identifies a child with symptoms of communicable disease, the child will be separated from the other children and a staff member will be assigned to stay with that child with an expectation that the parent will pick the child up immediately (allowances will be made for travel time). The child or staff member will be readmitted to the CLC when he/she is symptom-free for a period of 24 hours, or until a physician's written permission verifies that there is no risk of contagion.

If a communicable disease has been identified, Center parents will receive a written notice of exposure within 24 hours without medication. That notice will include the date of the suspected exposure and the symptoms that may occur. Multiple copies of the notification will be placed on the secretary's counter next to the children's sign-out sheet. A doctor's statement is required before returning to school/work.

### **Communicable Disease Notification**

If a communicable disease has been identified, Center parents will receive a written notice of exposure. That notice will include the date of the suspected exposure and the symptoms that may occur. Multiple copies of the notification will be placed on the secretary's counter next to the children's sign-out sheet.

### **Administration of Medication Form**

No medication will be administered without a doctor's prescription or written authorization for non-prescription medications. A signed consent

form is required prior to anything being given. Each time a staff member administers a medication per the child's health form, it is noted on the bottom of the form and kept in the child's file according to the following procedures:

- Medication must be in the original bottle with a pharmacist label and prescribed for the child with an unexpired date.
- Always read the label carefully before you give any medicine. Bottles often look the same.
- Keep medications locked in the safe unless refrigeration is required in which case, use the refrigerator in the staff break room.
- Record time the medication was given.
- Never refer to medication as "candy" or something else children like. They may try to get more of it when unsupervised.
- Administer medication with a witness present and record the time given, amount given, with signatures of you and the witness.

### **Children's Medications/Inhalers**

Children's medications/inhalers will be properly labeled and kept in the office and secured from, administered by the staff according to the child's Health Care Plan.

### **Staff Medications**

Staff medications should be kept with their personal belonging and secured in the secured cabinet under the mailboxes in the copy room. Medication should never be taken in front of children.

### **Abuse/Neglect**

The exception to confidentiality is if there is information, which leads you to believe a child is being abused and/or neglected. It is then that your training in child abuse/neglect identification requires you by Ohio Revised Code 2151.421 to notify Children's Services. Suspicions of child abuse or neglect should be reported to the Director immediately who will in turn report the suspected abuse to proper authorities. Failure to report suspected abuse may result in a fine, prosecution, and/or job dismissal.

When completing an Incident Report include:

- Child's full name, age, and sex
- Home address of the child
- Names of siblings

- Full names of parents, guardians, caregivers
- Nature and extent of the abuse/neglect as you know it
- Any other helpful information in establishing the cause/identify of the person(s) responsible
- Your name
- How you can be contacted as well as a statement of any actions taken concerning the child i.e., first aid given, who you notified, etc.
- The director will sign the form and add any pertinent information. In the absence of the director, notify the next person in charge who will call Children and Family Services at 456-4164.

### **Child Abuse Allegations/Reporting**

If a parent, staff member, or program guest witnesses a staff member engaged in inappropriate behavior, a report shall be filed immediately and submitted to the director. An investigation of the alleged incident will occur within 24 hours. Results of the investigation will determine the level of corrective action. If the inappropriate behavior involved care of a child, it shall be reported to the parent upon completion of the investigation within 24 hours with reports made to other required parties i.e., SSU, licensing, children's services, etc. The type and nature of the incident shall determine the type of reporting required as well as the possible sanctions.

At all times, the dignity of everyone involved will be respected, and the matter will be handled in a courteous, thorough, objective, and confidential manner. All employees will be obliged to cooperate in the investigation process.

### **Staff Allegations**

In the event a staff member is suspected of abuse or neglect, the appropriate university suspension policies and procedures will be followed simultaneously with the help of university personnel, law enforcement, and social services. At the conclusion of the investigation, the director, in consultation with the department chair and the director of human resources will make a determination as to the appropriate personnel action. Any legal costs incurred by the individual staff member will be their responsibility.

### **Child Guidance/Classroom Management**

Classroom management is child-centered and offers children the opportunity to learn self-control. If conflicts arise, staff members strive to help

children find alternative modes of behavior while explaining why inappropriate behavior is unacceptable. Staff members try to identify potential conflicts before they occur and help children problem-solve before the problem is really a problem.

### **Discipline with Dignity**

Staff should be careful about spoken and body language with children and families. How we look, how we speak, how we act, and what we say and do, teaches them about what they should do in different situations and may also affect their self-esteem.

The most important aspect of discipline is that the child learns to feel a sense of control over his/her own behavior and a respect for others. If you find that you are reaching your limit with a child, ask a colleague to take over. Separation (think time) if used, will be brief and not more than 1 minute per year of age of the child. Limit the use of the word "NO" and say instead, "yes, when"..."yes, if"..."yes, but..."

### **Acknowledge Feelings**

Allow children to have their feelings. You do not need to distract them from crying or put a time limit on it. You may comfort them while acknowledging why they are upset i.e., "it's hard to say good-bye to Mom sometimes" or "it's hard to wait for a turn".) Be honest about your own feelings without over reacting. If a child hits you say, "Ouch! That hurts. I don't like it when you hurt me." And then move away or change the subject. It is okay to use an angry tone of voice. Children get confused if an adult is angry but using a sweet tone (See *A Guide to Discipline* by Jeannette Galambos Stone, NAEYC, for an in-depth discussion of this issue and idea on language to use with children.)

### **Behavior Reports**

An incident report will be filed in the case of behavioral concerns on the day of the occurrence, and staff will:

- File a copy of the report with the director;
- Share a copy signed by the reporting staff and the administrator/administrative designees with the parent within 24 hours. The original will be kept in the child's file and a copy given to the parent. Accident/incidents of a serious nature are defined on the state licensure form and require filing an additional report with the state licensing authorities within 24 hours.

### **Behavior Plans**

If a child is frequenting in time-out or receiving incident reports with regularity, a parent conference will be held for the purpose of structuring a behavior plan and/or making referrals for therapeutic intervention.

### **Confidentiality**

SSU Children's Learning Center adheres to the Family Education Right to Privacy Act. Every enrolled family also signs a Waiver of Privacy Act. Each family that is enrolled at the CLC has a right to expect confidentiality from the staff. Children are never discussed outside the center and exchanges of information are not encouraged between parents. Even in an SSU classroom setting, the child's name, gender or description are not used to describe a situation. At no time will a child's name be used in public; not at a soccer game, not at Wal-Mart, not with their favorite aunt who is close to the family.

The goal of all discussions or information seeking must be to serve the student and/or their family. Information shared by parents is held in the strictest confidence. Confidentiality implies trust and respect. Practically speaking, confidentiality means that thoughts, views, opinions, and anecdotes that are shared stay within the setting. A breach in confidentiality occurs when:

- Personal information/records are passed without student/parent consent
- Staff/parents speak in front of children about other children
- Information draws undue attention to the child's weaknesses/disability rather than the child's strength/ability
- Staff/parents speak with other children's parents about issues
- Information has the potential to negatively impact the students' welfare or services

### **Confidentiality Statement**

As an observer/researcher working with children and/or families at the Dr. Miller and Genevieve Toombs Children's Learning Center at Shawnee State University, participating individuals will respect the confidentiality and privacy of each family member, signing a Confidentiality Statement that safeguards children and families. Children's behaviors will be discussed out of hearing distance of the children, and there will be no conversations about

the families, children, or staff outside of the course work/work-related experience. This is an ethical obligation of the observer, researcher, and educator, and it is a requirement for participation at the Center.

It is expected that individuals using the Center for observation/research/work experience will comply with the established guidelines which were created for the safety, respect, and privacy of the children, families, staff, and observers. If an observer is unable to comply with these guidelines (s)he will be asked to leave.

**Observation Guidelines:**

1. Permission to observe must be obtained from the Center Director minimally 24 hours prior to the observation with documentation defining the requirement and expectation.
2. Observers must read and sign the Statement of Confidentiality prior to the observation to ensure the entire center population that information will not be misused.
3. Observation appointments must be made with the Center administration to ensure that the observer has an opportunity to view the activity needed ( i.e., it is typically inappropriate to observe children napping) and assist with the flow of traffic in the Center. It is also respectful to inform staff of such observations.
4. Observations shall be conducted in a manner so as to limit any possible disruption to the classroom. This allows the observer to obtain data that is more realistic and accurate. Additionally, staff and children are not deterred from their educational responsibilities.
5. Observers must sign in and out upon arrival and departure. A photo ID is required to receive a Visitor's Pass which must be worn and turned in prior to departure. These actions are a measure of accountability and security.
6. Food, candy, or drinks are prohibited as a common courtesy and cell phones should be turned off. Backpacks, coats, and other items should be secured in the designated area.
7. Communication with children, families, and staff should be directed to Center staff. This avoids confusion and inconsistent home messages.

8. Personal conversations should occur away from the Center, and profanity is absolutely prohibited.
9. Discussions involving children, staff, and families shall be limited to professional conversations in your coursework classroom and names shall not be used to safeguard every child's rights.
10. A brief description of the Observational Purpose is attached (course/job description.)
11. My signature on this statement indicates my agreement to adhere to the Family Education Right to Privacy Act.

### **Company Eyes/Pride**

A part-time custodian serves the center in the evenings. During program hours, staff members are expected to assist in the maintenance of a clean and healthful environment. It is essential that each person take pride in the facility and be attentive and responsive to routine cleaning needs as they occur. Staff is responsible for cleaning tables, chairs, counters, and floors in their group area as needed throughout the day. The center is under a wide array of lenses from web-cams to viewing windows. Program guests and licensing agents are regular occurrences. Help children to become helpers and owners of the environment, restoring and cleaning with you. Pay particular attention to flushed toilets (a licensure mandate), paper towels around trashcans and in sinks, refrigerator spills (a health department mandate), floor debris; wet sink/floor areas.

### **Cleaning/Sanitizing/Disinfecting**

Careful weekly sanitization procedures and regular hand washing have been proven to decrease the spread of illness in childcare settings. It is possible to clean without sanitizing, but it is impossible to sanitize without cleaning. Toilet areas, counter tops, tables, and chairs must be cleaned and sanitized by staff as needed throughout the day.

The following products are child-safe and provided for center use, however, care should be taken not to spray them in the child's presence and in all circumstances, they should be stored/returned to child-proof cabinets in the teacher work area. Bottles can be refilled in the custodial closet.

**Workout** is filled straight from the container. Other chemicals are preset with a premix option and can be secured in the custodial closet. In all cases, chemicals must be in labeled containers with instructions.

### **Sanitization Schedule**

(Insert from licensing...any other new things they should know?)

### **Chemical Use**

Chemicals are sprayed onto the cloth, not directly onto the surface. When using **Workout**, exercise care not to overspray and get it on the floors as it acts as a stripper and will ruin the wax. The **Workout** clean up on counters/tables should be followed by **Terminator** and the surface should be damp and left to air dry. It is the air-drying time that disinfects the surface.

**Workout**- Green cleaning solvent for use on all areas but floors. Never spray/overspray on floors as it will ruin the wax. **Workout** should be followed by **Terminator** and the surface should be left to air dry. Disinfecting continues in the air-drying process.

**Terminator**-Light disinfectant. There are occasions when disinfecting is needed without cleaning with **Workout**. There is never an occasion when **workout** should be used without being followed by **Terminator** disinfecting.

**Abzorbit**- A harmless but odor-germ-absorbing blend of minerals containing no hazardous ingredients according to EPA, OSHA, and WHO (World Health Organization) standards, that turns a liquid spill into a dry powder so you can vacuum or sweep to remove. Can be used on all liquids, bodily fluids, eggs, grease, paint, etc. It is kept in the electrical room with other custodial supplies. Can also be used on upholstery. After one application on furniture or rugs, if the surface is still moist, reapply and let it sit for approximately 15 minutes, then vacuum. Spray with sanitizer and repeat until the surface feels dry to the touch. Requires a stiff broom and dust pan. Leaves the surface clean, dry, and sanitized.

### **Floor Spills**

Spilled liquids on floors should be wiped up immediately to prevent slippage. Post the "wet floor" sign at such times. Floor cleaning should be a dry cloth followed by a wet cloth followed by **Terminator**.

### **Environmental Child Safety**

Spray aerosol cans will not be used when children are present in the classroom. All chemicals and potentially dangerous materials will be kept out of reach of children. Glass objects, plastic garment bags, wire coat hangers, or broken toys will be removed from the center.

### **General Building Maintenance**

Teachers and assistants should:

- Leave the classroom in an orderly fashion (a responsibility shared with children).
- Check toilets for flushing on every pass through. Never leave a room without first checking to see that the toilets are flushed.
- Use wall putty on walls instead of tape.
- Turn off lights when leaving classrooms.
- Check all appliances.
- Secure all doors upon exiting the building.
- Wipe tables and put up chairs at the end of the day.
- Be sure all items are off the floors and do a quick sweep;
- Empty sinks/counters;
- Dispose of outdated items in the refrigerators;
- Keep snack items tightly closed and counters clean;
- Put up chairs.
- *NOTE:* Classroom materials should be routinely cleaned every 30 days.

### **Custodial Assistance**

In the event a problem requires custodial assistance during the day i.e., plugged up toilet, burned out bulb, something is broken; notify the secretary or the director who will email a work order. If immediate attention is needed call "3458."

### **Computer Assistance**

For computer problems or assistance, send an email to Help\_Desk.

### **AM Child Care Responsibilities**

Teaching assistants should be on-site and ready to receive students and families at 7:00 sharp, assisting children/families with transition. Childcare occurs from 7:00-8:45. Housekeeping chores should occur until children arrive and/or when the count is low including a playground sweep, wipe down of equipment, folding laundry, kitchen, etc. Set the environment and be welcoming. Engage children in quieter activities.

- Be sensitive, comforting, reassuring with transition issues
- Greet parents/family/child
- Require children to use inside voices. Restore areas before engaging in a different activity.
- Be actively involved; Speak to all parents, introducing yourself to those that you do not know.
- Have children assist in the clean-up and escort children outside at approximately 8:30, weather permitting.
- At 8:45, prepare them to go to the classrooms, lining up at respective doors.
- Restore the playground before coming inside; all riding toys under the eave; all toys put away. Require children to assist and own the environment.

### **AM Staff Responsibilities**

Children should always be cared for first, but if when child counts are low, staff should:

- Unlock the classroom doors
- Do a playground sweep
- Check to be sure dishwasher is empty, dishes sorted, lunch carts delivered to classrooms
- Do a classroom refrigerator milk/breakfast check (check the posted menu)
- Laundry check & fold/put away anything in the dryer; transfer anything wet to the dryer; transfer anything in the laundry tub to the washer
- Fill classroom/lunchroom chemical bottles

### **Childcare Suggestions**

#### **Morning 7:00 – 8:45**

Children will report to the Multi-purpose room. Take children outside, weather permitting, at approximately 8:30 or when the count exceeds 15 - 18 children. Coats, gloves, etc. must be retrieved from their individual classroom cubbies. One assistant collect while other supervises children. Teachers will signal when ready (approx. 8:45).

*Activity Suggestions (fold out cabinet):*

*Art Activities*

Playdough, dot art, crayons, markers, construction paper

*Fine Motor Activities*

Scissors, construction paper, puzzles, Lego's, blocks, craft kits

*Literacy Activities*

Read-aloud books, book-making, computer games

**PM Childcare Responsibilities**

Children should always be cared for first, but if when child counts are low, staff should:

- Check to be sure dishwasher is empty, dishes sorted, lunch carts delivered to classrooms
- Do a classroom refrigerator milk/breakfast check (check the posted menu)
- Laundry check & fold/put away anything in the dryer; transfer anything wet to the dryer; transfer anything in the laundry tub to the washer
- Fill classroom/lunchroom chemical bottles
- Restore playground area/sanitize tables/water tables, etc.
- Blower vac playground surfaces
- Lock doors/pushing on the door frame to be sure the lock caught when the last child is gone...remembering to check the front door
- Be sure the money is in the safe and the safe is secured

**Afternoon - 3:15 - 5:00**

Teachers will dismiss to playground, weather permitting. Items from the Multi-purpose room closet can be secured for outside play i.e., large balls, dump trucks, hula hoops, sidewalk chalk, bubble stuff, catch ball games, jai lai, Frisbee (all must be returned at end of session.)

On indoor days, teachers will accompany children to the multi-purpose room. In some cases however, university or enrichment classes may require classroom space be used. Afternoon care should be more active. Children have napped, had a snack and need to engage in movement activities. As the child count decreases, one staff should handle laundry, break room, playground checks, and if the numbers are low enough (less than 12) offer to cover the front desk at 4:00. On warm days, freeze pops can be served to children in extended care after 4:00.

*Indoor Activity Suggestions*

Plan in advance and establish boundaries, including the number of children permitted to play in/with given items. Crowd will be large at 3:00 - 3:15. Consider a video and all children on the carpet until the crowd dwindles. Passive activity (video and computer viewing) should be infrequent and limited.

### *Multi-Purpose Room Closet Activities*

Bowling, mini-golf, ring toss, nylon tunnels, tumbling mat, stair climbing, parachute activities, hopscotch, flip flop faces, bean bag games, tee pee, Frisbees, baseballs/bats, mats, corn hole, rhythm sticks, soccer/nets, bubble wands, sidewalk chalk, large manipulatives, beach balls, playground balls

### *Active Videos/Songs*

Chicken fat video, exercise tape, silly dance contest, bean bag tape

### *Circle Games*

- Duck duck goose
- Go in and out the window
- Doggy, doggy, whose got your bone?
- London Bridge

### *Work on PE Skills:*

- Throwing/passing balls
- Kicking a soccer/nerf ball
- Obstacle course
- Obstacle course/cone walking
- Tight-rope (jump rope) walking
- Catching bean bags
- Skipping, galloping, hopping, running, walking
- Caterpillar crawling
- Balance beams
- Tumbling

### **Transitions**

Staff will play a huge roll in helping transition children to a new environment. This will be the first, formal school experience for many children, and even with preparation, a child may still be fearful and anxious. Children may cry, fuss; revert to outgrown behaviors, etc. Parents and staff need to work together to acknowledge the child's fears and assure success. While

transition takes time, there are some things that staff can do to ease the way. We can:

- ***Take time to listen.***

Talk to the parents. Tour the classroom and playground with them, acquainting them with their new surroundings. In so doing, you will have an easier time of helping the child separate from their family. Take a digital picture of something the children enjoyed doing the first day and send it home.

- ***Handle separations honestly.***

Have the parent tell the child when she/he is leaving and when they'll return. Acknowledge the child's feelings of uncertainty, fear, or anger. Realize that a parent's ambiguity or concern over separation may magnify a child's fears. Make a picture schedule or calendar with activities and a spinner so the child can move their spinner as the day progresses and time to go home nears.

- ***Think about comfort.***

Be prepared and accepting of transitional objects i.e., stuffed animals, family pictures, etc., particularly during the first few weeks of school. You want to suggest some appropriate items for families to send. Make space in your room for those special items and/or decide if it will be in the cubby or on a special table. It should be able to be accessed by the child all day. By giving parents advance notice and by explaining this to the child, you can avoid awkward moments as children settle in.

- ***Consider Social Stories***

Read children's stories dealing with separation. Act out separation experiences with puppets or stuffed animals.

- ***Check out the playground.***

Make the transition to the outdoors peaceful, relaxed, and slow. Try to help the children calm themselves so there's no charging outside and no loud voices from you. Start with a tour of the playground and equipment. Talk about proper use; turn taking, and the number of children that can safely play in a given area. Be thinking of ways to facilitate wait time, especially for popular toys, until the demand regulates. Also be thinking about ways to assure that equipment stays in designated areas so clean up is eased and loss is lessened.

- ***Practice Separation***

Be patient and individualize. Encourage parents of children who seem to make the transition well to leave, but if they are uncomfortable, allow them some flexibility. Encourage hugs and kisses, then waves. Advocate for short rather than long good-byes, and assist them in the process, offering to hold the child, direct them to an activity, etc.

- ***Agree on a Ritual***

Be prepared to be flexible. Plan for some parents to stay awhile. If the family has not prepared a separation plan or ritual, help them to do so. Pick a special time and place for good-byes. Make sure the child knows this will be the routine every morning and make sure the routine is consistent.

- ***Plan the End of the Day Routine***

Try to confirm end of the day arrangements and communicate them to childcare staff. Explain what will be happening when their parents come.

### **Name Tags**

When children are new, wearing name tags every day for a week or two will help everyone get to know the children and direct them to the right places.

### **General Routine Tasks**

- Child's artwork and classroom displays should rotate;
- Easels/paint trays should be covered with regular changes of paper;
- Brushes and paint cups should be regularly cleaned/changed;
- Paper should be placed under art drying racks;
- Toys and books should be rotated as the curriculum changes/progresses;
- Shelves should be washed and dust free;
- Sinks/counters should be wiped down;
- Toilets should be regularly checked, flushed, and paper-free;
- Sanitization is ongoing with all items in regular use;
- Materials and supplies should be treated with respect, not wasted, or neglected;
- Paper has a front and back. Think about using both sides;
- Return items to the area from which you took them and leave them in the condition which you found them;
- If an area is messy, help straighten it;

- Class projects that require the workroom; sink/stove/microwave/dishes are to be cleaned and put away by the staff that used them, not left for others;
- Playground items should be kept in designated areas: water toys in water table, sand toys in sand table, etc.;
- The playground should be regularly picked up like the classrooms;
- Teach children to pick up paper, trash, toys, etc.;
- While you have helpers and helper charts, emphasize the responsibility of us all;
- Practice sharing in all things including facility/equipment care.

### **Supplies and Equipment**

All supplies and equipment are for the use of all children. Staff should feel free to share materials with them. Budget limitations mandate the conservative use of purchased supplies coupled with the creative use of donated materials. Every effort will be made to have basic supplies on hand at all times and basic supplies will be purchased as needed with prior approval. The Director/secretary are responsible for purchasing supplies.

### **Licensing Statements**

Licenses are posted in the CLC reception area as are licensing rules, regulations, and compliance reports for those who wish to review them. Suspected violations of the administrative code chapter 5101:2-12 may be reported by calling the toll free number on the license: 1-614-466-7765.

### **PATS - Performance Above the Standard**

Licensing standards are honored and important, but at best, they represent minimum standards. As caring, committed professionals, make it your goal to Perform Above The Standard, and offer "PATS" on the back to those who do.

### **Employee Desk Reference**

Copies of all forms for staff and children are maintained in a handbook in each classroom.

### **Handbook Amendments**

No handbook can anticipate every circumstance or question about program policy or procedures. As circumstances, state mandates, or university requirements change, policies must accompany them. The Center, therefore, reserves the right to revise, supplement, or rescind portions of the handbook when necessary. The handbook is not intended to create any

binding contractual obligations but rather it is intended as a guide to support successful programming for children and successful partnerships with families.

### **ODJFS Ohio Administrative Code Information**

***\*The following information must be given in writing to all parents, guardians, and employees as required in 5101:2-12-30 of the Ohio Administrative Code. JFS01237 (4/2003)***

The CLC is licensed to operate legally by the Ohio Department of Job and Family Services. The license is posted on the bulletin board in the main lobby for review. A toll-free telephone number is listed on the license and may be used to report a suspected violation of the licensing law or administrative rules. The licensing law and rules governing childcare are available for review at the facility upon request or at the ODJFS web site.

The administrator and each employee of the facility is required, under Section 2151.421 of the Ohio Revised Code, ORC to report their suspicions of child abuse or child neglect to the local public children's ' services agency.

Any parent, custodian, or guardian of a child enrolled in the facility shall be permitted unlimited access to the facility during all hours of operation for the purpose of contacting their children, evaluating the care provided by the facility or evaluating the premises. Upon entering the premises, the parent, or guardian shall notify the Administrator of his/her presence.

Rosters of the names and telephone numbers of the parents or guardians of the children attending the facility are available upon request. The parent roster will not include the name or telephone number of any parent who requests that his/her name or telephone number not be included.

The licensing inspections and compliance reports for the current licensing period are posted in a conspicuous place in the facility for review.

The licensing record including compliance report forms, complaint investigation reports, and evaluation forms from the building and fire departments are available for review upon request from the Ohio Department of Job and Family services.

It is unlawful for the facility to discriminate in the enrollment of children upon the basis of race, color, religion, sex, or national origin, or disability in violation of the Americans with Disabilities Act of 1990, 104 Stat. 32, 42 U.S.C. 12101 et seq.

**"One hundred years from now it will not matter what your bank account was, the sort of house you lived in, or the kind of car you drove . . .  
But the world may be different because you were important in the life of a child."  
-Author Unknown**

# Appendix

## Sample Forms