

*WELCOME TO
GRAND VIEW CHILD
DEVELOPMENT
CENTER, INC*

*EMPLOYEE
HANDBOOK*



GVCDC Mission Statement

At Grand View Child Development Center, we strive for children to have a happy, nurturing, growing experience.

Grand View is staffed and equipped with children in mind. Our program is constructed to be responsive to various special needs, cultures, races, and backgrounds.

Our goal at Grand View is to use our knowledge of children to help them grow, develop, and learn to their full ability.

DIVERSITY STATEMENT GVCDC:

WE WELCOME, VALUE AND RESPECT INDIVIDUALS OF ALL RACES, ETHNICITY, GENDER, AGE, DISABILITY, AND RELIGION. WE ARE COMMITTED TO TREATING ALL PERSONS WITH DIGNITY AND RESPECT IN AN OPEN, HONEST, AND FAIR MANNER.

WE ARE COMMITTED TO PROMOTING AND SUPPORTING A LEARNING COMMUNITY WHERE ALL PEOPLE CAN LEARN AND WORK TOGETHER IN A SAFE AND SECURE ATMOSPHERE FREE OF FEAR, BIAS, AND DISCRIMINATION.

NO CHILD WILL BE DENIED CARE ON THE BASIS OF RACE, COLOR, SEX, DISABILITY, AGE, NATIONAL ORIGIN OR RELIGION OF EITHER GUARDIAN OR CHILD.

GENERAL EMPLOYMENT REQUIREMENTS:

1. A NUMBER OF FORMS ARE REQUIRED FOR YOUR PERSONNEL FILE BY STATE LICENSING REGULATIONS. THESE MUST BE ACQUIRED FROM THE DIRECTOR/ON SITE SUPERVISOR AND COMPLETED BY THE FIRST DAY OF YOUR EMPLOYMENT.

2. GVCDC REQUIRES PHYSICAL, TB SCREEN, AND BACKGROUND CHECKS TO BE COMPLETED FOR PRE-EMPLOYMENT. YOUR PHYSICAL MUST BE RENEWED EVERY THREE YEARS TO REMAIN ELIGIBLE FOR EMPLOYMENT. PRE-EMPLOYMENT SCREENINGS AND CHECKS WILL NOT BE PAID AT AN HOURLY WAGE.

APPLICANTS MUST BE ABLE TO FULFILL ALL JOB REQUIREMENTS AS STATED IN THE JOB DESCRIPTIONS. IF APPLICANT IS FOUND NOT ABLE TO FULFILL JOB REQUIREMENTS, EMPLOYMENT CAN BE DENIED.

3. TRAINING:

ALL EMPLOYEES ARE REQUIRED BY STATE REGULATIONS TO SUCCESSFULLY COMPLETE FIRST AID AND CPR TRAINING. GVCDC WILL PAY 100% OF THE COST OF THE TRAINING IF YOU ATTEND OUR CLASSES AT OUR FACILITY. IF YOU ARE UNABLE TO ATTEND OUR SCHEDULED CLASSES, YOU WILL BE RESPONSIBLE FOR GETTING THIS TRAINING AND PAYING FOR ALL COSTS.

IF SIGNIFICANT CHANGES OCCUR TO CONTENT, DHS MAY REQUIRE THE TRAINING TO BE RENEWED BEFORE EXPIRATION.

THIRD YEAR AND EACH YEAR AFTER

MANDATORY MINIMUM YEARLY STATE REQUIRED TRAINING HOURS
EVERYONE MUST MAINTAIN CERTIFICATES
EVERY YEAR- UNIVERSAL PRECAUTIONS CERTIFICATES
EVERY 2- YEARS-CPR, FIRST AID
EVERY 3 YEARS- MANDATORY REPORTING
EVERY 5 YEARS- ESSENTIALS TRAINING

SECOND YEAR

MANDATORY MINIMUM YEARLY STATE REQUIRED TRAINING HOURS
EVERYONE MUST MAINTAIN CERTIFICATES

FIRST YEAR

YEARLY TRAININGS APPROVED BY DHS. (IN COMPLIANCE WITH IQ4K)

FIRST 3 MONTHS

2 HOURS MANDATORY CHILD ABUSE REPORTER TRAINING (MCAR)
1 HOUR UNIVERSAL PRECAUTIONS AND INFECTIOUS DISEASE CONTROL
INFANT, CHILD, AND ADULT CPR AND FIRST AID CERTIFICATION

ESSENTIALS TRAINING WHICH COVERS THE FOLLOWING TOPICS:
(WHICH MUST BE UPDATED EVERY 5 YEARS)

PREVENTION AND CONTROL OF INFECTIOUS DISEASE
PREVENTION OF SIDS AND USE OF SAFE SLEEP PRACTICES
ADMINISTRATION OF MEDICATION
BUILDING AND PHYSICAL PREMISES SAFETY
PREVENTION OF SHAKEN BABY SYNDROME AND ABUSIVE HEAD TRAUMA
HANDLING AND STORAGE OF HAZARDOUSE MATERIALS
PRECAUTIONS IN TRANSPORTING CHILDREN
EMERGENCY PREPAREDNESS AND RESPONSE PLANNING

4. TRAINING FOR EMPLOYEES AS REQUIRED BY THE STATE:

THE FIRST YEAR OF EMPLOYMENT, EACH EMPLOYEE IS REQUIRED BY STATE REGULATION TO SUCCESSFULLY COMPLETE 10 HOURS OF IN-SERVICE TRAINING. THIS WILL BE COVERED IN NEW STAFF ORIENTATION AND ESSENTIALS TRAINING.

THE HOURS THAT ARE REQUIRED CENTER TRAINING WILL BE PAID AT YOUR HOURLY RATE IF WE SEND YOU. IF YOU CHOOSE TO GO TO OTHER TRAINING, THIS WILL NOT BE PAID TRAINING UNLESS APPROVED BY THE DIRECTOR.

TRAINING WILL BE OFFERED THROUGH VIDEOS, IowaAEYC AND UNITED WAY, ALSO THROUGH CHILD CARE RESOURCE AND REFERRAL, HHS.

HOWEVER, IQ4K MANDATES EMPLOYEES TO HAVE MORE TRAINING HOURS SO YOU COULD BE REQUIRED TO TAKE MORE THAN THE STATE REGULATION.

EMPLOYEE HANDBOOK WILL BE READ, UPDATED AS NEEDED AND AN ACKNOWLEDGEMENT FORM WILL BE SIGNED BY ALL EMPLOYEES @ THE BEGINNING OF EVERY CALENDAR YEAR.

IF AN EMPLOYEE DOES NOT ATTEND A CLASS OR CONFERENCE AND THE CENTER HAS PAID FOR THE TRAINING, THE COST WILL BE DEDUCTED FROM THE EMPLOYEE'S NEXT PAYCHECK.

IF A TRAINING OR MEETING IS MANDATORY AND AN EMPLOYEE DOES NOT ATTEND, CONSEQUENCES WILL BE DETERMINED BY THE DIRECTOR.

AS NEEDED, WE WILL SUPPORT STAFF IN ANY TRAINING NECESSARY (and available) TO HELP CHILDREN MEET THEIR NEEDS.

5. REQUIRED PAPERWORK:

EACH NEW STAFF MEMBER IS REQUIRED TO HAVE THE FOLLOWING AT HIRING:
APPLICATION
PHYSICAL & TB SCREEN, BACKGROUND CHECKS (STATE & FED.)
SIGNED STATEMENT REGARDING LASIVIOUS ACTS
W-4 FORM & direct deposit info.
I-9 FORM (INCLUDING COPIES OF SOCIAL SECURITY CARD & DRIVER'S

LICENSE)

REFERENCE CHECKS: IF EMPLOYER CALLS FOR REFERENCE CHECK GVCDC WILL RELEASE THE FOLLOWING INFORMATION:

*Dates of employment

*Availability for re-hire

*If termination or resignation was due to job negligence

6. DRESS CODE:

1. ALL EMPLOYEES (kitchen and office) ARE REQUIRED TO WEAR UNIFORM SHIRTS: EMPLOYEES WILL PURCHASE OWN UNIFORM SHIRTS ON THEIR OWN OR THROUGH THE DIRECTOR. APRONS ARE AVAILABLE, IF DESIRED BY STAFF.

2. STAFF NEED TO REMEMBER THAT THIS IS A FAMILY SERVICE BUT YOU NEED TO LOOK PROFESSIONAL ALSO WE ARE TEACHERS NOT BABYSITTERS.

A. NO BEER, CIGARETTE, OR ADVERTISEMENTS, ECT...

B. NO OBSCENE PICTURES OR OFFENSIVE WORDS

C. NOTHING TOO SHORT, LOW CUT OR SEE THROUGH.

D. LEGGINGS ARE FINE, NO "FACES"

E. NO HOLES, RIPS, TEARS IN JEANS **IN INAPPROPRIATE PLACES**

F. NO PAJAMA PANTS OF ANY SORT

G. YOGA PANTS ARE FINE

H. NO CUT OFF, TIED OR ALTERED SHIRTS

I. NO OVERSIZED GYM SHORTS OR PANTS

J. SHORTS LENGTH SHOULD COVER BODY PARTS

K. TANK TOP NEEDS TO COVER BRA STRAPS

L. CLOTHING SHOULD BE WELL FITTING, CLEAN, NO STAINS

3. **FOOTWEAR**-GRAND VIEW ALLOWS EMPLOYEES TO WEAR FOOT WEAR OF THEIR CHOOSING ALTHOUGH CLOSED-TOE AND CLOSED HEEL SHOES ARE RECOMMENDED.

A. ALL SHOES MUST BE IN GOOD REPAIR AND CLEAN.

- B. SHOES WITH LOW HEELS MAY BE WORN INCLUDING DRESS FLATS, LOAFERS, BOOTS, AND DECK-TYPE SHOES ARE ACCEPTABLE FOR WORK.
- C. ATHLETIC OR WALKING SHOES ARE ACCEPTABLE AS LONG AS THEY ARE CLEAN AND THE LACES ARE TIED.
- D. SANDALS, THONGS, FLIP FLOPS, HIGH HEELS, OPEN TOED, SLIPPERS, MULES, CROCS, CLOGS, HOUSE SHOES, OR BACKLESS SHOES MAY BE WORN AT THE EMPLOYEE'S DISCRETION.
- E. CHECK TO MAKE SURE SOLES OF SHOES HAVE GRIP STRENGTH-ceramic tile floors can be slick.
- F. EMPLOYEE MUST BE ABLE TO MOVE QUICKLY AND SAFELY IF NEEDED. (i.e. if you choose to wear sandals you must be able to run after a child if needed this includes off playground also)

GRAND VIEW IS NOT LIABLE FOR INJURY TO AN EMPLOYEE THAT CHOOSES TO WEAR INADEQUATE FOOTWEAR. PLEASE CHOOSE WISELY.

4. TATTOOS-GVDC DOES NOT PROHIBIT EMPLOYEES FROM HAVING TATTOOS, AS WITH THE ABOVE DRESS CODE, HOWEVER, IF OBSCENE OR OFFENSIVE THEY MUST BE COVERED UP WHILE ON THE PREMISES.

STAFF ARE REQUIRED TO WEAR THE UNIFORM DAILY ONLY EXCEPTIONS ARE THEME DAYS AND FRIDAYS.

5. FINGER NAILS: NO LONGER THAN MEDIUM LENGTH (2ND LINE) ON THIS CHART



7. MANAGEMENT MAKES ALL DECISIONS BASED ON THE NEEDS OF THE CHILDREN. IF YOU FEEL DECISIONS ARE BEING MADE IN VIOLATION OF CENTER OR STATE POLICIES, PLEASE SEE DIRECTOR.

8. DRUG TESTS:

YOU MAY BE REQUIRED TO TAKE A DRUG TEST IF YOU ARE SUSPECTED TO BE UNDER THE INFLUENCE WHILE AT WORK. IF YOU FAIL DRUG TEST-A MEETING WITH THE BOARD OF DIRECTORS WILL BE HELD TO DISCUSS FURTHER EMPLOYMENT AT GVDC. **GVDC IS A DRUG FREE ZONE.**

*DRUG TESTING WILL BE MANDATORY IF YOU HURT YOURSELF WHILE AT WORK AND FILE A WORKMAN'S COMP CLAIM. YOU WILL GO TO CLINIC OF MANagements CHOOSING.

9.WEAPONS AND VIOLENCE (CONCEAL & CARRY POLICY)

FAMILY MEMBERS, CHILDREN, AND VISITORS ARE STRICTLY PROHIBITED FROM POSSESSING FIREARMS OR OTHER WEAPONS ON OUR PROPERTY AND AT

EVENTS HOSTED BY US. AN EXCEPTION MAY BE MADE FOR SWORN LAW-ENFORCEMENT OFFICERS IF REQUIRED BY LAW. IF CHILDREN ARE FOUND TO BE IN POSSESSION OF WEAPONS, CENTER MANAGEMENT WILL CONFISCATE THE WEAPON AND NOTIFY PROPER AUTHORITIES. WHEN A PARTICULAR CHILD OR GUARDIAN'S BEHAVIOR THREATENS THE SAFETY OF OTHERS, OR IF A CHILD OR GUARDIAN BECOMES ABUSIVE TOWARD OTHER CHILDREN, PARENTS, OR STAFF IN THE CENTER, WE MAY TERMINATE ENROLLMENT OF THE CHILD IMMEDIATELY.

10. RATIO:

RATIO MUST BE OBTAINED AT ALL TIMES. PLEASE LET THE DIRECTOR/OSS KNOW IF YOU ARE RUNNING OVER OR UNDER RATIO.

RATIOS ARE AS FOLLOWS:

INFANTS	1 TEACHER TO EVERY 4 CHILDREN
TWO'S	1 TEACHER TO EVERY 6 CHILDREN
THREE'S	1 TEACHER TO EVERY 8 CHILDREN
FOUR'S	1 TEACHER TO EVERY 12 CHILDREN
FIVE AND UP	1 TEACHER TO EVERY 15 CHILDREN

11. CENTER HOURS ARE 6:15 AM TO 5:30 PM, MONDAY THROUGH FRIDAY. WORKING SCHEDULES WILL BE DETERMINED BY THE DIRECTOR ACCORDING TO THE NEEDS OF THE CENTER IN ORDER TO PROVIDE THE MOST POSSIBLE OPPORTUNITIES FOR PARENT COMMUNICATION.

12. PUNCTUALITY IS ESSENTIAL FOR YOUR SHIFT WORK. YOUR SCHEDULE WILL BE ASSIGNED ACCORDING TO RATIO REGULATIONS FOR THE CENTER. **IF THE CENTER IS SHORT STAFFED AND YOU ARE NEEDED TO CLOCK IN EARLY OR STAY LATE, PLEASE LET THE DIRECTOR KNOW TO ENSURE THAT YOU ARE COMPENSATED FOR THAT TIME.**

13. LATE ARRIVALS AND ABSENCES PLACE THE CENTER IN JEOPARDY OF BEING OUT OF RATIO AND INCREASES THE CHANCE OF POOR SUPERVISION AND/OR INJURY TO THE CHILDREN. WHEN A LATE ARRIVAL OR ABSENCE IS NOTED, YOUR DIRECTOR MAY ALSO TAKE ONE OR MORE OF THE FOLLOWING ACTIONS:

1. ISSUE A VERBAL WARNING
2. ISSUE A WRITTEN REPRIMAND
3. PLACE THE EMPLOYEE ON PROBATION/SUSPENSION, PARTICULARLY AFTER SEVERAL SUCH INCIDENTS OR TERMINATION MAY BE NECESSARY. ALL UPON DIRECTORS OR OSS DISCRETION.

14. GOOD ATTENDANCE IS CRUCIAL TO THE CENTER FOR THE SAME REASON AS PUNCTUALITY. EVERY EFFORT IS MADE TO MAKE THE DAY FUNCTION AS USUAL, BUT THE REALITY IS THAT THIS IS DIFFICULT AND NOT PREFERRED AS IT DISRUPTS CLASSROOM ROUTINES. UNEXCUSED OCCURRENCES (THOSE NOT COVERED BY VACATION OR PERSONAL LEAVE TIME AND NOT PREVIOUSLY CLEARED WITH THE DIRECTOR, LEAVING EARLY, CAUSING THE CENTER TO BE UNDER STAFFED, AND ARRIVING TO THE CENTER LATE) EXCEEDING 10 PER YEAR WILL BE CONSIDERED EXCESSIVE AND ARE JUSTIFIED CAUSE FOR TERMINATION OF YOUR EMPLOYMENT.

* IT SHOULD BE NOTED: STAFFING IS DIRECTLY RELATED TO THE NUMBER OF CHILDREN IN ATTENDANCE. IF ENROLLMENT DECREASES, IT IS POSSIBLE THAT THE NUMBER OF HOURS WORKED BY THE STAFF WOULD ALSO DECREASE. STAFF WILL BE PAID ONLY FOR THE NUMBER OF HOURS WORKED.

NO CALL NO SHOW OR NOT NOTIFYING THE DIRECTOR OR OSS BEFORE YOUR SCHEDULED WORK TIME THAT YOU WILL NOT BE INTO WORK ARE JUSTIFIED CAUSE FOR TERMINATION OF YOUR EMPLOYMENT.

***IF YOU ARE STILL IN YOUR 90 DAY PROBATION PERIOD AND HAVE ANY OCCURENCES (ATTENDANCE ISSUES) OR ACTIONS THAT DON'T FOLLOW THE GVDC POLICIES, UPON THE DIRECTOR'S DISCRETION COULD RESULT IN TERMINATION.

EMPLOYEE CLOCKING IN/OUT:

WHEN ARRIVING IN THE MORNING CLOCK IN AT YOUR TIME GO DIRECTLY TO WHERE YOU ARE NEEDED-IF NOT NEEDED START THE LIST OR HELP TEACHERS IN NEED.

WHEN BEING SENT ON BREAK OR HOME-COMplete TASK YOU ARE DOING, COMMUNICATE WITH TEACHER TAKING YOUR POSITION AND IMMEDIATELY CLOCK OUT.

FOR THE EMPLOYEES LIABILITY PLEASE DO NOT ANY JOB DUTIES WHILE CLOCKED OUT.

*Disclaimer-GVDC is not liable for any injuries accrued while employee is off the clock

WORKMANS COMP CLAIMS: AN EMPLOYEE MUST REPORT TO DIRECTOR OR OSS WITHIN 30 MINS. OF INJURY. DIRECTOR OR OSS WILL THEN GIVE YOU THE INFORMATION ON WHAT TO DO NEXT SUCH AS DOCTOR OR HOSPITAL. IF EMPLOYEE DOESN'T REPORT IMMEDIATELY GVDC IS NOT RESPONSIBLE FOR APPOINTMENTS, TREATMENTS OR ANY OTHER BILLS ACCRUED BECAUSE OF INJURY.

**(Please get it okayed with director to stay late to complete task or make up hours)
(Please let director know if you are taking a short break to make up hours)**

15. COMPENSATION:

1.EMPLOYEES BEGINNING PAY RATE WILL BE BASED UPON EACH PERSON'S EDUCATION LEVEL AND EXPERIENCE IN CHILDCARE. RAISES WILL BE GIVEN UPON THE EMPLOYEES QUALITY OF WORK AND AT THE DISCRETION OF THE DIRECTOR AND BOARD OF DIRECTORS.

2. HOURLY RATES ARE DETERMINED BY EACH EMPLOYEES INDIVIDUAL EDUCATION LEVEL, EXPERIENCE IN CHILDCARE AND JOB PERFORMANCE REVIEW.

3. ALL STAFF MEMBERS WILL BE COMPENSATED ON AN HOURLY BASIS. THE DIRECTOR AND ON-SITE SUPERVISOR WILL BE COMPENSATED ON A SALARY BASIS.

4. ALL STAFF WILL BE PAID ONLY FOR THE TIME CORRECTLY LOGGED ON THE COMPUTER. **INCORRECT OR INCOMPLETE TIME SHEETS WILL NOT BE CORRECTED UNTIL THE FOLLOWING PAY PERIOD.** IF YOU HAVE ANY PROBLEMS CHECKING IN OR

OUT, IT IS YOUR RESPONSIBILITY TO LET THE OFFICE KNOW. (Director or OSS can make time card changes as needed)

**All staff must take at least a 15-minute break if they work over 6 hours.

**All staff must take at least a 60-minute break if they work 8 hours. (Full time)

**Upon discussion with director or OSS staff may take a shorter break to make up hours
ALL BREAKS AND LENGTH OF BREAKS ARE AT THE DISCRETION OF THE DIRECTOR,
DEPENDING ON STAFF HOURS AND RATIOS.

5. PAY CHECKS ARE ISSUED BI-WEEKLY ON FRIDAY AND COVERS THE 2 WEEK PERIOD ENDING ON THE PREVIOUS SATURDAY. FOR THOSE WITH DIRECT DEPOSIT-MONEY IS DEPOSITED IN EMPLOYEES ACCOUNTS ON FRIDAY MORNING. EMPLOYEES WITHOUT DIRECT DEPOSIT MAY PICK UP THEIR CHECK FROM DIRECTOR OR OSS FRIDAY MORNING.

YOUR HOURLY WAGE IS YOUR BUSINESS ONLY. DO NOT SHARE THIS PRIVATE INFORMATION WITH YOUR CO-WORKERS. WAGES ARE BASED ON MANY FACTORS AND COMPARISONS CANNOT FAIRLY BE MADE IN MOST CASES. USUALLY GIVING CO-WORKERS THIS INFORMATION CAUSES RESENTMENT AND HARD FEELINGS AMONG THE PEOPLE WITH WHOM YOU MUST WORK.

6. ANY HOURS OVER 40 WORKED WITHIN THE WEEK WILL BE PAID AS OVERTIME. THE DIRECTOR OR OSS MAY ASK YOU TO LEAVE EARLY, TAKE A LONG BREAK OR COME IN LATE TO PREVENT OVERTIME FOR THE WEEK.

SALARY SCALE BREAK DOWN:

ASSISTANT TEACHER/FLOAT

ENTRY LEVEL \$12.00-\$13.00

EXPERIENCE OR RELEVANT QUALIFICATIONS \$13.00-\$14.00

LEAD TEACHER/CO TEACHER

ENTRY LEVEL \$13.00-\$15.00

EXPERIENCE OR RELEVANT QUALIFICATIONS \$15.00-\$17.00

DIRECTOR/OSS

STARTING SALARY \$35,00-\$50,000

EXPERIENCE OR RELEVANT QUALIFICATIONS 45,000-\$65,000

16. BENEFITS:

EMPLOYEES ARE ELIGIBLE FOR BENEFITS UPON SUCCESSFUL COMPLETION OF A 90 DAY PROBATION PERIOD. FULL TIME EMPLOYEES SHALL BE CONSIDERED THOSE WHO WORK 30 HOURS OR MORE PER WEEK INCLUDING KITCHEN STAFF. PART TIME EMPLOYEES HAVE NO BENEFITS.

BENEFITS FOR FULL TIME EMPLOYEES:

THE FOLLOWING WILL BE OBSERVED AS HOLIDAYS WITH PAID TIME OFF:

1. NEW YEAR'S DAY

2. MEMORIAL DAY

3. WEEK OF 4TH OF JULY- 1 DAY WILL BE HOLIDAY PAY. (JULY 4)

4. LABOR DAY
5. THANKSGIVING DAY
6. BLACK FRIDAY
7. WEEK OF CHRISTMAS -1 DAY WILL BE HOLIDAY PAY (DEC. 25)

WHEN ANY OF THE ABOVE HOLIDAY'S FALL ON A WEEKEND, THE PREVIOUS FRIDAY OR THE FOLLOWING MONDAY WILL BE OBSERVED AS THE PAID HOLIDAY

EMPLOYEES THAT ARE ELIGIBLE FOR HOLIDAY PAY WILL BE REQUIRED TO WORK THE COMPLETE DAY BEFORE AND AFTER THE HOLIDAY IN ORDER TO BE PAID FOR THE HOLIDAY. ALSO, MUST BE ON TIME WHEN CLOCKING IN FROM BREAKS AND WHEN ARRIVING IN THE MORNING.

EMPLOYEES WILL NOT BE PAID FOR DAYS THE CENTER IS CLOSED OR DELAYED DUE TO INCLEMENT WEATHER-EMPLOYEES WILL HAVE THE OPPORTUNITY TO TAKE SHORT BREAKS AND WORK LATE TO MAKE UP HOURS.

EMPLOYEES MAY APPLY FOR STATE ASSISTANCE THROUGH DHS FOR DISCOUNT RATES ON CHILD CARE NO MATTER FAMILY INCOME.

VACATION, PTO, AND ACCRUEMENT:

*AFTER 1 YEAR OF EMPLOYMENT, YOU WILL RECEIVE 5 DAYS (40 HRS) PAID VACATION.

*AFTER 3 YEARS OF EMPLOYMENT, YOU WILL RECEIVE 7 DAYS (56 HRS) PAID VACATION.

*AFTER 5 YEARS OF EMPLOYMENT, YOU WILL RECEIVE 10 DAYS (80 HRS) PAID VACATION.

*AFTER 7 YEARS OF EMPLOYMENT, YOU WILL RECEIVE 12 DAYS (96 HRS) PAID VACATION

*AFTER 10 YEARS OR MORE OF EMPLOYMENT YOU WILL RECEIVE 15 DAYS (120 HRS) PAID VACATION.

PTO WILL BE ACCUMULATED 2 HOURS PER PAY PERIOD FOR EMPLOYEE'S WITH NO OCCURENCES OR TIME USED TO PUT AT 40HRS STARTING FIRST DAY OF EMPLOYMENT.

VACATION HOURS WILL BE CARRIED OVER; HOWEVER, WE ENCOURAGE EVERYONE TO TRY AND GET YOUR VACATION USED WITHIN THE YEAR GIVEN-THIS IS YOUR CHANCE TO GET A MUCH-NEEDED BREAK FROM WORK.

BIRTHDAY HOLIDAY-STAFF WILL GET THEIR BIRTHDAY OFF AS A PAID HOLIDAY-IF ANOTHER STAFF HAS THAT DAY, STAFF WILL GET TO CHOOSE ANOTHER DAY WITHIN THE MONTH. (8HRS).

MATERNITY LEAVE: GVCDC DOES NOT GIVE PAID MATERNITY LEAVE-it is advised to save your PTO time to be used as needed.

DENTAL AND VISION INSURANCE IS OFFERED TO ALL FULL TIME EMPLOYEES PLEASE TALK TO THE DIRECTOR IF YOU ARE INTERESTED.

17. TIME OFF / CALLING IN:

AT LEAST ONE HOUR BEFORE YOUR SHIFT IS TO BEGIN, A STAFF PERSON SHOULD NOTIFY THE DIRECTOR OR ON-SITE SUPERVISOR THAT HE/SHE IS TO BE ABSENT AND WHY. CALL IN PERSON AND SPEAK TO THE DIRECTOR/OSS. **IF YOU SEND A TEXT, YOU MUST RECEIVE A REPLY OR IT WILL BE CONSIDERED A NO CALL NO SHOW.** THE REASON FOR THE ABSENCE SHOULD BE GIVEN. REMEMBER, UNLIKE AN OFFICE, YOUR WORK HERE DOES NOT "WAIT". YOU ARE TRULY NEEDED. PLEASE KEEP YOUR ABSENCES TO A MINIMUM AND ARRANGE APPOINTMENTS ECT, FOR AFTER WORK HOURS. TO BE FAIR TO THE CHILDREN AND THE PEOPLE WITH WHOM YOU WORK. ADDITIONALLY, IF YOU ARE ABSENT FOR MORE THAN ONE DAY PER MONTH, YOU MAY NEED A DOCTOR'S EXCUSE TO RETURN TO WORK THAT STATES WHAT YOUR ILLNESS IS, OR SOME OTHER TYPE OF PROOF SHOWING WHY YOU MISSED SO MANY DAYS. FOR EACH UNEXCUSED ABSENCE (THOSE NOT SCHEDULED), YOU COULD RECEIVE AN ORAL WARNING, WRITE UP, SUSPENSION OR EVEN TERMINATION. THIS POLICY WILL BE TO THE DIRECTOR'S DISCRETION.

IF YOU NEED A DAY OFF, HAVE AN APPOINTMENT OR ARE TAKING YOUR CENTER VACATION:

- * REQUESTS FOR TIME OFF NEED TO BE MADE IN WRITING **NO LESS** THAN 2 WEEKS IN ADVANCE IF A REQUEST IS MADE LESS THAN 2 WEEKS IN ADVANCE THE REQUEST COULD BE DENIED. SHEETS ARE LOCATED IN THE OSS OFFICE IN A BINDER.

- * IF YOU HAVE ALREADY REQUESTED TIME OFF FOR THAT MONTH YOUR TIME MAY NOT BE GRANTED, THIS INCLUDES FOR APPOINTMENTS, CALLING IN ILL AND PERSONAL PROBLEMS.

- * IF YOU HAVE REQUESTED TIME OFF DURING THE MONTH AND YOU CALL IN OR NEED TO LEAVE DURING THE MONTH, YOUR REQUEST TIME OFF COULD BE TAKEN AWAY. IF YOU HAVE REQUESTED TIME OFF AT THE BEGINNING OF THE MONTH AND YOU CALL IN LATER IN THE MONTH, THE NEXT MONTH COULD BE AFFECTED BY THIS ABSENCE.

- * MANAGEMENT WILL NOT BE ABLE TO GRANT EVERYONE TIME OFF. IF WE ALREADY HAVE STAFF OFF OR ARE SHORT STAFFED THE DAY THAT YOU REQUEST, YOUR TIME WILL NOT BE GRANTED. PLEASE LOOK AT THE CALENDAR ON THE DIRECTOR'S DESK WHEN SCHEDULING DAYS OFF.

FINALLY, IF YOU HAVE REQUESTED TIME OFF OR CALLED IN, YOU MAY BE REQUIRED TO STAY LATE WHEN YOU RETURN TO WORK TO ALLOW THE STAFF MEMBER WHO COVERED YOUR SHIFT TO LEAVE BEFORE YOU.

*IF YOU COME TO WORK AND WANT TO LEAVE EARLY, EMPLOYEE MUST **ASK** OSS OR DIRECTOR, IT WILL THEN BE DETERMINED IF MANAGEMENT CAN GET YOU OFF OR NEED YOU TO STAY. IF YOU COME TO WORK AND GET NOTIFIED YOU **NEED** TO LEAVE NOTIFY MANAGEMENT ASAP, ALLOW THEM TO GET CENTER IN RATIO, MANAGEMENT WILL THEN LET YOU KNOW IT'S OK TO CLOCK OUT.

18. THE EQUIPMENT, SUPPLIES AND CENTER ITSELF SHOULD BE TREATED WITH RESPECT AND CARE BY EACH STAFF PERSON AND IT IS EACH STAFF PERSON'S RESPONSIBILITY TO MAKE SURE THAT THE CHILDREN ARE USING THE CENTER EQUIPMENT SAFELY, RESPECTFUL AND CAREFULLY.

EQUIPMENT AND VEHICLES ESSENTIAL IN ACCOMPLISHING JOB DUTIES ARE EXPENSIVE AND MAY BE DIFFICULT TO REPLACE. WHEN USING PROPERTY, EMPLOYEES ARE EXPECTED TO EXERCISE CARE, PERFORM REQUIRED MAINTENANCE AND FOLLOW ALL OPERATING INSTRUCTIONS, SAFETY STANDARDS AND GUIDELINES. (i.e. no sitting on child sized furniture or classroom shelves)

19. CELLULAR PHONE USE

CELL PHONE USE WHILE ON COMPANY TIME IS PROHIBITED!!!! THIS COULD BE CONSIDERED NEGLIGENCE OF CARE. THE ONLY TIME YOU ARE TO BE ON YOUR PERSONAL CELL PHONE IS WHILE ON YOUR BREAK OUTSIDE OF THE CLASSROOM, THE REST OF THE DAY THE PHONE IS TO BE IN THE OFFICE OR OFF PREMISES.

VIOLATION ACTION IS AS FOLLOWS:

FIRST TIME: VERBAL WARNING AND YOU WILL BE SENT TO PUT PHONE IN YOUR VEHICLE OR IN THE OFFICE.

SECOND TIME: EMPLOYEE WILL RECEIVE AN OCCURRENCE, MULTIPLE OCCURRENCES DUE TO CELL PHONE VIOLATIONS COULD RESULT IN TERMINATION (UPON DISCRETION OF DIRECTOR AND BOARD OF DIRECTORS)

IF YOU ARE EXPECTING A CALL, PLEASE NOTIFY DIRECTOR OR OSS, CELL PHONE MUST BE PLACED ON TOP OF LANDLINE PHONE IN THE CLASSROOM.

YOU SHOULD ABSOLUTELY NOT BE TAKING PICTURES OF CHILDREN WITH YOUR CELL PHONE. PLEASE USE DAYCARE CAMERA WHEN TAKING PHOTOS OF CHILDREN. (All children should have picture consent form on file before any picture is taken)

20. TOBACCO-FREE AND NICOTINE FREE

CHILDREN WILL NOT BE EXPOSED TO TOBACCO, NICOTINE, ELECTRONIC CIGARETTES, OR VAPING IN CHILD CARE AND IS NOT ALLOWED IN THE CENTER OR ON THE GROUNDS. THE SECOND-HAND SMOKE CAN PUT CHILDREN AT RISK, ESPECIALLY THOSE WITH RESPIRATORY CONDITIONS.

- A. STAFF WILL BE PROHIBITED TO WEAR CLOTHES THAT SMELLS OF SMOKE WHEN WORKING.
- B. SMOKING IS TO BE LIMITED TO LUNCH BREAK UNLESS OTHERWISE OKAYED BY THE DIRECTOR.

STAFF TECHNOLOGY POLICY:

USE OF SOCIAL MEDIA (Facebook, IG, Snapchat, TIK TOK) during work hours is prohibited (including your own child).

USE OF EMPLOYED STAFF, CHILDREN OR FAMILY'S PICTURES IS PROHIBITED ON SOCIAL MEDIA (only exception is the center's Face book page as long as child has picture consent form on file) NO INFORMATION OR PICTURES REGARDING EMPLOYEE, CHILD OR FAMILY WILL LEAVE THE CENTER.

SLANDERING OR NEGATIVELY POSTING ABOUT GVCDC OR ITS EMPLOYEES ON SOCIAL MEDIA IS PROHIBITED.

EACH CLASSROOM HAS A TABLET, THE TABLET IS ONLY TO BE USED FOR EDUCATIONAL PURPOSES AND COMMUNICATION WITH GUARDIANS IF A REQUEST WAS MADE BY FAMILY. CONSENT FORM MUST BE SIGNED BEFORE COMMUNICATION TAKES PLACE.

IF TABLET IS GETTING USED MISAPPROPRIATELY, PRIVILEGES OF HAVING THE TABLET IN THE CLASSROOM WILL BE REVOKED. TABLETS WILL BE KEPT IN OFFICE WITH DIRECTOR AND USED AT THE DISCRETION OF THE DIRECTOR.

USE OF PERSONAL ELECTRONICS TO TAKE PHOTOS OR VIDEOS IS PROHIBITED!!! IN SOME CASES, FAMILIES MAY HAVE ASKED YOU TO MESSAGE OR SEND PICS TO THEM VIA TEXT MESSAGE, PLEASE GET THIS IN WRITING BY THE FAMILY AND KEEP ON FILE.

BREAKS-EMPLOYEES WILL TAKE THEIR BREAKS IN THE BREAKROOM, AN EMPTY CLASSROOM OR OFF PREMISES. EMPLOYEES ARE NOT TO GATHER IN OCCUPIED CLASSROOMS WHILE ON BREAK.

SLEEPING: EMPLOYEES ARE NOT TO BE SLEEPING ANYTIME THEY ARE ON THE CLOCK, THIS INCLUDES NAPTIME. YOU SHOULD HAVE NO TIME TO SLEEP, KEEP YOURSELF BUSY.

FURNITURE: STAFF ARE NOT TO SIT ON CHILD SIZED FURNITURE OR CLASSROOM SHELVES. FURNITURE SHOULD ONLY BE USED FOR ITS INTENDED PURPOSE. STAFF IN SMALLER CHILD ROOMS MAY BRING IN TEACHER APPROPRIATE SEATING.

SPILL PROOF CUPS:

SPILL PROOF CUPS ARE REQUIRED FOR ALL DRINKS. THERE IS NO EXCEPTION. APPROVED CLASSROOM CUPS ARE AVAILABLE IN THE KITCHEN.

DRINKS: DRINKS NEED TO BE CONCEALED UNLESS ITS WATER; i.e. energy drinks/soda should not be visible to children if in classroom.

NO OUTSIDE FOOD IN CLASSROOMS

FOOD SERVED AT THE CENTER IS THE ONLY FOOD THAT SHOULD BE EATEN WHILE THE EMPLOYEE IS CLOCKED IN OR IN ROOMS. YOUR LUNCH IS TO EAT AND GET AWAY FROM YOUR CLASS, USE IT. NO OUTSIDE FOOD IS GIVEN TO CHILDREN. (only exception is class parties)

21. COMPLAINTS

ANY COMPLAINT OR DISAGREEMENT WITHIN YOUR WORK ENVIRONMENT SHOULD BE HANDLED IN THE FOLLOWING MANNER AND CONTINUING UNTIL THE MATTER IS RESOLVED. THE STEPS ARE AS FOLLOWS:

1. PERSONAL CONFLICTS:

- A. SPEAK DIRECTLY TO THE PERSON INVOLVED. APPROACH THIS PERSON HONESTLY, TACTFULLY AND IN A SOLUTION SEEKING MANNER.
- B. DISCUSS THE SITUATION WITH THE DIRECTOR OR OSS.
- C. ENLIST ALL EMPLOYEES INVOLVED WITH THE DIRECTOR IN A PROBLEM-SOLVING MEETING.

2. PROBLEMS REGARDING THE FACILITY, EQUIPMENT, PROGRAM OR POLICIES:
 - A. HAVE A SOLUTION SEEKING MEETING WITH THE DIRECTOR.
 - B. NOTIFY THE DIRECTOR.
3. CONFLICT WITH THE DIRECTOR:
 - A. SPEAK WITH THE DIRECTOR PERSONALLY;
APPROACH THE DIRECTOR HONESTLY, TACTFULLY AND IN A PROBLEM-SOLVING MANNER.
 - B. ENLIST THE OSS, DIRECTOR AND EMPLOYEE IN A PROBLEM SEEKING MEETING.

REMEMBER, COMPLAINING TO OTHER PERSONNEL SOLVES NOTHING AND DECREASES STAFF MORALE. TALK TO THE PEOPLE INVOLVED, BE A PROBLEM SOLVER NOT A PROBLEM STARTER.

STAFF SHOULD HOLD PARENTS/GUARDIANS ACCOUNTABLE FOR THEIR BEHAVIORS AS WELL, IF YOU SEE A PARENT SHOWING DISREGARD TO OUR CONDUCT POLICY PLEASE CONFRONT THE PARENT IN A RESPECTFUL MANNER i.e.- the use of inappropriate language in the center-please advise the parent to watch their language.

22. DISCIPLINARY ACTIONS:

WRITTEN OR VERBAL REPRIMANDS MAY BE GIVEN BY YOUR DIRECTOR OR OSS FOR FAILURE TO ADHERE TO ANY OF THE FOLLOWING:

1. EMPLOYMENT POLICIES/STANDARDS AND REQUIREMENTS WRITTEN IN THE HANDBOOK.
2. REQUIREMENTS IN YOUR JOB DESCRIPTION
3. STATE REGULATIONS

A PROBATION PERIOD COULD BE INSTATED WHEN 3 REPRIMANDS OF ANY NATURE OR VARIETY ARE RECORDED IN AN EMPLOYEES FILE WITHIN A 90 DAY PERIOD. THE LENGTH OF THE PROBATION PERIOD WILL BE DETERMINED BY THE DIRECTOR OR OSS DEPENDING ON THE SEVERITY OF INCIDENTS. IF ONE FURTHER REPRIMAND IS RECEIVED DURING THE TIME OF PROBATION, YOU WILL BE IMMEDIATELY DISMISSED.

IT IS TO BE UNDERSTOOD HOWEVER THAT CERTAIN MISCONDUCTS DO NOT REQUIRE REPRIMAND AND PROBATION PRIOR TO DISMISSAL. THE FOLLOWING ARE SUCH MISCONDUCTS:

BUT IS NOT LIMITED TO THE FOLLOWING:

1. ANY FORM OF PHYSICAL ABUSE TO A CHILD
2. ANY FORM OF VERBAL ABUSE TO A CHILD
3. WITHOLDING FOOD AT ANYTIME
4. FAILURE TO ENSURE THE PHYSICAL SAFETY OF A CHILD
5. BLATANT INSUBORDINATION OF UNETHICAL CONDUCT
6. USE OF DISCIPLINE TO A CHILD OTHER THAN OUR "STEPS TOWARD ACHIEVING GOOD BEHAVIOR".
7. ANY FORM OF PHYSICAL ABUSE, VERBAL ABUSE OR HARRASSMENT TO ANOTHER EMPLOYEE.

IOWA IS AN AT WILL STATE; DIRECTOR MAY TERMINATE WITHOUT HAVING THE PREVIOUS ACTIONS GIVEN IF THEY FEEL JUST.

23. RECORDING IN THE WORKPLACE

IOWA LAW

IOWA RECORDING LAW STIPULATES THAT IT IS A [ONE-PARTY CONSENT STATE](#), IT IS AGAINST IOWA LAW TO MAKE A RECORDING OF A CONVERSATION THAT YOU ARE **NOT** TAKING A PART IN.

GRAND VIEW CHILD DEVELOPMENT POLICY

THE SECRETIVE RECORDING OF CONVERSATIONS WITH CO-WORKERS OR MANAGEMENT IS PROHIBITED AND AN EMPLOYEE WHO VIOLATES THE POLICY IS SUBJECT TO DISCIPLINE, INCLUDING TERMINATION PER DISCRETION OF THE DIRECTOR.

24. GRIEVANCE PROCEDURE:

IN THE EVENT AN EMPLOYEE FEELS UNJUSTLY REPRIMANDED AND/OR PLACED ON PROBATION THE FOLLOWING STEPS IN ORDER MAY BE TAKEN BY THE EMPLOYEE TO PRESENT A FORMAL GRIEVANCE IN ORDER TO EXPUNGE THE REPRIMAND AND/OR PROBATION FROM THE PERSONNEL RECORD.

1. DISCUSSION WITH BOTH THE DIRECTOR AND OSS
2. DISCUSSION WITH THE GVCDC BOARD OF DIRECTORS, WHOSE DECISION IS FINAL.

25. RESIGNATION:

ANY EMPLOYEE RESIGNING IS EXPECTED TO CONDUCT THEMSELVES PROFESSIONALLY; A 2-WEEK NOTICE IS EXPECTED.

RE-HIRE - AN EMPLOYEE THAT LEAVES THEIR EMPLOYMENT AFTER WORKING OUT A 2 WEEK NOTICE MAY BE ELIGIBLE FOR RE-HIRE. **An employee that does not work through a 2-week notice, or is terminated, is not eligible for re-hire. If employee takes a leave of absence this must be discussed with Board of directors and director. If the board has asked you to resign, you will need to put in writing why you think you deserve to be rehired.**

26. CHILD ABUSE:

ANY NONACCIDENTAL PHYSICAL INJURY OR INJURY THAT IS INCONSISTENT WITH THE HISTORY GIVEN OF IT, SUFFERED BY A CHILD AS THE RESULT OF ACTS OR OMISSIONS OF A PERSON RESPONSIBLE FOR THE CARE OF THE CHILD.

FORMS OF ABUSE:

- PHYSICAL ABUSE
- SEXUAL ABUSE
- EMOTIONAL ABUSE

- NEGLECTFUL SUPERVISION
- MEDICAL NEGLECT
- PHYSICAL NEGLECT
- ABANDONMENT AND REFUSAL TO ACCEPT PARENTAL RESPONSIBILITY
- FAILING TO PROTECT A CHILD
- CORPORAL PUNISHMENT IS THE INFLECTION OF PHYSICAL PAIN ON A CHILD AS A MEANS OF CONTROLLING BEHAVIOR. THIS INCLUDES, BUT IS NOT LIMITED TO, SPANKING, HITTING, SHAKING, SLAPPING, THUMPING, OR PINCHING A CHILD. (THIS WILL NOT BE TOLERATED AT ALL).

BACKGROUND CHECKS:

1. ALLEMPLOYEES WILL HAVE STATE BACKGROUND CHECK PRIOR TO EMPLOYMENT AND EVERY 2 YEARS AFTER THAT.
2. ALL EMPLOYEES WILL HAVE FEDERAL BACKGROUND CHECK PRIOR TO EMPLOYMENT AND EVERY 4 YEARS AFTER THAT.

MANDATORY CHILD ABUSE REPORTING AND TRAINING:

WITHIN 30 DAYS OF EMPLOYMENT, EACH EMPLOYEE WILL BE ADVISED OF MANDATORY CHILD ABUSE REPORTING. WITHIN 3 MONTHS OF EMPLOYMENT EACH EMPLOYEE WILL RECEIVE 2 HOURS OF MANDATORY CHILD ABUSE REPORTING TRAINING. THIS WILL NEED TO BE UPDATED EVERY 3 YEARS.

EVERY EMPLOYEE OF GRAND VIEW CHILD DEVELOPMENT IS TRAINED TO BE A MANDATORY REPORTER OF CHILD ABUSE TO THE DEPARTMENT OF HUMAN SERVICES. WE ARE REQUIRED TO REPORT ANY SUSPICIONS OF CHILD ABUSE TO THE STATE OF IOWA. IF ANY REASONABLE SUSPICION OF ABUSE OR NEGLECT EXISTS FOR AN ATTENDING CHILD OF GVCDC, THE AUTHORITIES WILL BE NOTIFIED.

1. ANY PERSON IN THE CENTER WHO IS NOT A STAFF MEMBER OR SUBCONTRACTED STAFF OR VOLUNTEER WHO HAS HAD A RECORD CHECK AND APPROVAL TO BE INVOLVED WITH CHILDCARE SHALL NOT HAVE "UNRESTRICTED ACCESS" TO THE CHILDREN WHOM THAT PERSON IS NOT THE PARENT, GUARDIAN, OR CUSTODIAN, NOT BE COUNTED IN THE STAFF TO CHILD RATIO.

2. PERSONS WHO DO NOT HAVE UNRESTRICTED ACCESS WILL BE UNDER THE DIRECT "SUPERVISION" AND MONITORING OF A PAID STAFF MEMBER AT ALL TIMES AND WILL NOT BE ALLOWED TO ASSUME ANY CHILDCARE RESPONSIBILITIES. THE PRIMARY RESPONSIBILITY OF THE SUPERVISION AND MONITORING WILL BE ASSUMED BY THE TEACHER, UNLESS HE/SHE DELEGATES IT TO THE TEACHER ASSISTANT DUE TO CONFLICT OF INTEREST WITH THE PERSON.

3. A SEX OFFENDER WHO HAS BEEN CONVICTED OF A SEX OFFENSE AGAINST A MINOR (EVEN IF THE SEX OFFENDER IS THE PARENT, GUARDIAN, OR CUSTODIAN) WHO IS REQUIRED TO REGISTER WITH THE IOWA SEX OFFENDER REGISTRY (IOWA CODE 692A):

A. SHALL NOT OPERATE, MANAGE, BE EMPLOYED BY, OR ACT AS A CONTRACTOR OR VOLUNTEER AT THE CHILDCARE CENTER.

B. SHALL NOT BE ON PROPERTY OF THE CHILDCARE CENTER WITHOUT THE WRITTEN PERMISSION OF THE CENTER DIRECTOR, EXCEPT FOR THE TIME REASONABLY NECESSARY TO TRANSPORT THE OFFENDER'S OWN MINOR CHILD OR WARD TO AND FROM THE CENTER. THE CENTER DIRECTOR IS NOT OBLIGATED TO PROVIDE WRITTEN PERMISSION AND MUST CONSULT WITH THEIR DHS LICENSING CONSULTANT FIRST.

HOW TO REPORT CHILD ABUSE:

MANDATORY REPORTING OF CHILD ABUSE

SECTION 232.69 OF THE IOWA CODE REQUIRES THAT EVERY EMPLOYEE OF A LICENSED DAY CARE OR PRESCHOOL FACILITY, WHO IN THE COURSE OF EMPLOYMENT REASONABLY BELIEVES A CHILD HAS SUFFERED SEXUAL ABUSE, PHYSICAL ABUSE OR DENIAL OF CRITICAL CARE, SHALL IMMEDIATELY NOTIFY THE DEPARTMENT OF HUMAN SERVICES.

SECTION 232.70 OF THE IOWA CODE REQUIRES THAT EACH REPORT MADE BY A MANDATORY REPORTER, AS DEFINED IN SECTION 232.69, SHALL BE MADE BOTH ORALLY AND IN WRITING. THE ORAL REPORT MUST BE MADE BY TELEPHONE OR OTHERWISE TO THE DEPARTMENT OF HUMAN SERVICES WITHIN 24 HOURS OF BECOMING AWARE OF SUSPECTED ABUSE. IF THE PERSON MAKING THE REPORT HAS REASON TO BELIEVE THAT IMMEDIATE PROTECTION FOR THE CHILD IS ADVISABLE, THAT PERSON SHALL ALSO MAKE AN ORAL REPORT TO AN APPROPRIATE LAW DEPARTMENT OF HUMAN SERVICES WITHIN FORTY-EIGHT HOURS AFTER THE ORAL REPORT.

BY LAW, THE ORAL AND WRITTEN REPORTS SHALL CONTAIN THE FOLLOWING INFORMATION, OR AS MUCH AS THE PERSON MAKING THE REPORT IS ABLE TO FURNISH:

A. THE NAMES AND HOME ADDRESS OF THE CHILD AND HIS/HER PARENTS OR OTHER PERSONS BELIEVED TO BE RESPONSIBLE FOR HIS/HER CARE.

B. THE CHILD'S PRESENT WHEREABOUTS IF NOT THE SAME AS THE PARENT'S OR OTHER PERSON'S HOME ADDRESS.

C. THE CHILDS AGE

D. THE NATURE AND EXTENT OF THE CHILD'S INJURIES, INCLUDING ANY EVIDENCE OF PREVIOUS ABUSE.

E. THE NAME, AGE AND CONDITION OF OTHER CHILDREN IN THE SAME HOME.

F. ANY OTHER INFORMATION WHICH THE PERSON MAKING THE REPORT BELIEVES MIGHT BE HELPFUL IN ESTABLISHING THE CAUSE OF THE INJURY TO THE CHILD, THE IDENTITY, OR IN PROVIDING ASSISTANCE TO THE CHILD.

G. THE NAME AND ADDRESS OF THE PERSON MAKING THE REPORT.

LEGAL SANCTIONS FOR FAILURE TO REPORT ARE AS FOLLOWS:

1. ANY MANDATORY REPORTER WHO KNOWINGLY AND WILLFULLY FAILS TO REPORT A SUSPECTED CASE OF CHILD ABUSE IS GUILTY OF A SIMPLE MISDEMEANOR.
2. ANY MANDATORY REPORTER WHO KNOWINGLY FAILS TO REPORT IS CIVILLY LIABLE FOR THE DAMAGES APPROXIMATELY CAUSED BY SUCH FAILURE (LEGAL REFERENCE 232.75)

ANY MANDATORY REPORTER WHO IN GOOD FAITH MAKES A REPORT OF A CHILD ABUSE OR PARTICIPATES IN THE INVESTIGATION OF A CHILD ABUSE HAS IMMUNITY FROM ANY LIABILITY, CIVIL OR CRIMINAL. RECORDS AND/OR INFORMATION PERTAINING TO THE ABUSE MAY BE RELEASED TO THE CHILD ABUSE INVESTIGATOR WITHOUT RELEASE REQUIRED IN OTHER SITUATIONS. (LEGAL REFERENCE 232.73)

TO REPORT CHILD ABUSE ANYTIME, DAY OR NIGHT,
CALL THE TOLL-FREE STATEWIDE CHILD ABUSE NUMBER (1-800-362-2178).

REMEMBER TO NEVER CONFRONT A PARENT ABOUT SUSPECTED ABUSE.

SEX OFFENDER REGISTRY

PLEASE ACCESS THE FOLLOWING WEBSITE WWW.IOWASEXOFFENDERS.COM
FOR A COMPLETE LISTING OF SEX OFFENDERS.

27. CLASS ROOM ROUTINES:

ALL STAFF ARE TO FOLLOW THE FOLLOWING GUIDELINES:

I. PHYSICAL ENVIRONMENT

A. OVERALL PHYSICAL ENVIRONMENT

ALL STAFF ARE REQUIRED TO-

1. DIVIDE THE CLASSROOM SPACE INTO WELL-DEFINED *INTEREST AREAS* (e.g., USE FURNITURE TO ENCLOSE SPACE FOR DIFFERENT KINDS OF ACTIVITIES)
2. POSITION FURNITURE TO ELIMINATE LONG AND WIDE-OPEN SPACES THAT ENCOURAGE RUNNING AND ROUGHHOUSING.
3. ARRANGE CLASSROOM FURNISHINGS SO THAT ALL CHILDREN CAN BE OBSERVED/SUPERVISED FROM ANY VANTAGE POINT IN ALL AREAS OF THE CLASSROOM, INCLUDING CORNER AREAS AND CUBBIES.
4. LOCATE *INTEREST AREAS* NEAR NEEDED RESOURCES (e.g., ART, WATER PLAY AND COOKING ACTIVITIES NEAR A WATER SOURCE; COMPUTERS, CD PLAYER, AND COOKING AREA NEAR ELECTRICAL OUTLETS) OR MAKE PROVISIONS FOR NEEDED RESOURCES (e.g., USE EXTENSION CORDS, TRANSPORT WATER IN BUCKETS).
5. ARRANGE *INTEREST AREAS* SO THAT ACTIVITIES IN ONE AREA DO NOT INTERFERE WITH ACTIVITIES IN ANOTHER (e.g., BLOCK AREA LOCATED AWAY FROM LIBRARY AREA)
6. LOCATE ACTIVITIES THAT SHARE COMMON MATERIALS (e.g., BLOCKS AND DRAMATIC PLAY) ADJACENT TO ONE ANOTHER.
7. USE *NONSTEREOTYPIC* MATERIALS AND DISPLAYS (e.g., BOOKS, DOLLS, BLOCK PROPS, PUZZLES, MUSIC, PHOTOS, and POSTERS) THAT REFLECT A RANGE OF ROLES (e.g., GENDER, OCCUPATIONS), SPECIAL NEEDS, AND THE SOCIAL/CULTURAL CONTEXTS OF THE FAMILIES IN THE CLASSROOM AND BEYOND.

8. STORE MOST MATERIALS ON LOW SHELVES WHERE CHILDREN CAN TAKE THEM OUT INDEPENDENTLY FOR PLAY AND RETURN THEM WHEN FINISHED.

9. PROVIDE MATERIALS THAT ARE WELL-MAINTAINED AND IN GOOD CONDITION (e.g., PUZZLES HAVE ALL PIECES, BOOKS ARE NOT TORN OR WRITTEN IN, DOLLS ARE CLOTHED WITH NO BROKEN PARTS, OUTDOOR EQUIPMENT IS SAFE WITH NO SHARP EDGES AND ALL TOYS/EQUIPMENT ARE IN WORKING CONDITION).

10. LABEL AND IDENTIFY WHERE MOST MATERIALS BELONG USING PICTURES/PHOTOS AND WRITTEN WORDS.

11. CREATE DISPLAYS THAT CONSIST PRIMARILY OF CHILDREN'S ORIGINAL ARTWORK AND WRITING SAMPLES, AT THE CHILDREN'S EYE LEVEL, ON THE WALLS AND/OR DIVIDERS.

12. DISPLAY IN THE CLASSROOM PHOTOGRAPHS OF THE CHILDREN WITH THEIR FAMILIES, AT THE CHILDREN'S EYE LEVEL.

13. LIMIT COMMERCIAL DISPLAY MATERIALS TO THOSE RELEVANT TO A TOPIC OF STUDY OR AN ACTIVITY AREA (e.g., PHOTOS OF BRIDGES AND BUILDINGS IN THE BLOCK AREA; ALPHABET IN LIBRARY AREA).

14. PROVIDE EVERY CHILD A CUBBY AND/OR A SAFE PLACE TO STORE WORK, AND LABEL THE CUBBY WITH THE CHILD'S NAME AND PHOTOGRAPH.

15. INCORPORATE AT LEAST 4 FEATURES TO MAKE THE CLASSROOM COMFORTABLE AND ATTRACTIVE: **GOOD LIGHTING** (e.g., NATURAL LIGHT FROM WINDOWS, TABLE LAMPS, MIRRORS REFLECTING NATURAL LIGHT); **SOFTNESS** (e.g., STUFFED CHAIRS, MATTRESS, PILLOWS, RUGS, STUFFED ANIMALS); **A VARIETY OF TEXTURES** (e.g., FABRICS, BASKETS, WOOD); **QUIET COZY SPACES** (e.g., LOFTS, TENTS, BOX FILLED WITH PILLOWS, COMFORTABLE CHAIR); **HOMELIKE TOUCHES** (e.g., FLOWERS, CURTAINS, WELCOME MAT, TABLECLOTHS, PHOTO ALBUMS); AND **LIVING THINGS** (e.g., PLANTS, PETS)

16. ADAPT SPACE AND MODIFY MATERIALS TO ACCOMODATE SPECIFIC NEEDS OF CHILDREN WITH DISABILITIES (IF ENROLLED) AND MAKE IT POSSIBLE FOR THESE CHILDREN TO BE INCLUDED IN MOST ACTIVITIES (e.g., VISUAL OR TACTILE CLUES FOR ROUTINES OR STORIES; WIDE ENTRANCEWAYS TO ALLOW A CHILD USING A WHEELCHAIR OR A WALKER TO ACCESS INTEREST AREAS).

B. BLOCKS

ALL STAFF ARE REQUIRED TO:

1. MAKE THE BLOCK AREA AVAILABLE AS A CHOICE ACTIVITY ON A DAILY BASIS.

2. ENCLOSE THE AREA ON THREE SIDES TO PROTECT CHILDREN'S CONSTRUCTIONS AND HAVE A LOW PILE CARPET ON THE FLOOR TO REDUCE NOISE.

3. HAVE ENOUGH SPACE FOR AT LEAST 3-4 CHILDREN TO BUILD COMFORTABLY.

4. HAVE A FULL SET OF UNIT BLOCKS (APPROXIMATELY 390, OR ENOUGH BLOCKS FOR EACH CHILD IN THE AREA TO BUILD ELABORATE CONSTRUCTIONS).
5. SET OUT 3-4 DIFFERENT SHAPES OF UNIT BLOCKS IN THE BEGINNING OF THE YEAR AND MORE SHAPES (4-8 OR MORE DIFFERENT SHAPES) LATER IN THE YEAR.
6. PROVIDE AT LEAST ONE OTHER TYPE OF BLOCKS (e.g., HOLLOW, CARDBOARD, FOAM, LARGE LEGO).
7. DISPLAY AT LEAST 4-6 PROPS FROM A VARIETY OF CATEGORIES (e.g., ANIMALS, PEOPLE, ROAD SIGNS, and SMALL VEHICLES) IN LABELED CONTAINERS OR ON LABELED SHELVES.
8. ORGANIZE BLOCKS BY SIZE AND SHAPE ON SHELVES WITH OUTLINES TO SHOW WHERE EACH SHAPE GOES.

C. DRAMATIC PLAY

ALL STAFF ARE REQUIRED TO:

1. MAKE DRAMATIC PLAY AREA AVAILABLE AS A CHOICE ACTIVITY ON A DAILY BASIS.
2. PROVIDE CHILD-SIZE HOME FURNISHINGS (e.g., STOVE, REFRIGERATOR, UNBREAKABLE DISHES, and COOKING UTENSILS) AND DOLLS, DRESS-UP CLOTHES, AND ACCESSORIES THAT REPRESENT A VARIETY OF OCCUPATIONS AND CULTURES, ESPECIALLY THOSE OF THE CHILDREN'S FAMILIES.
3. CREATE NEW SETTINGS FOR DRAMATIC PLAY (e.g., GROCERY STORE, CLINIC, OR FIRE STATION AT VARIOUS TIMES THROUGHOUT THE YEAR).
4. ORGANIZE THE DRAMATIC PLAY AREA (e.g., LABEL SHELVES, DRAW SILHOUETTES OF UTENSILS ON PEGBOARDS, PUT DRESS-UP CLOTHES ON HANGERS OR PEGS) TO PROMOTE INDEPENDENT USE OF MATERIALS.
5. ARRANGE THE AREA SO THAT IT IS ATTRACTIVE AND INVITING (e.g., HOMELIKE TOUCHES SUCH AS CURTAINS, TABLECLOTHS, PICTURES; DOLLS WITH CLOTHES).
6. ALLOW ENOUGH SPACE FOR AT LEAST 4-6 CHILDREN TO PLAY AT ONE TIME.

D. TOYS AND GAMES

ALL STAFF ARE REQUIRED TO:

1. MAKE TOYS AND GAMES AREA AVAILABLE AS A CHOICE ACTIVITY ON A DAILY BASIS.
2. ALLOW ENOUGH SPACE FOR 4-6 CHILDREN TO PLAY AT ONE TIME, EITHER SITTING AT A TABLE OR ON THE FLOOR.
3. PROVIDE A VARIETY OF SELF-CORRECTING TOYS (e.g., PUZZLES, STACKING RINGS, NESTING BOXES).

4. PROVIDE A VARIETY OF OPEN-ENDED TOYS (e.g., LEGOS, COLORED CUBES, INTERLOCKING LINKS, PEGBOARDS AND PEGS, PARQUETRY BLOCKS, CUISINAIRE RODS).
5. PROVIDE A VARIETY OF COLLECTIBLES (e.g., KEYS, BOTTLE CAPS, BUTTONS).
6. PROVIDE A VARIETY OF COOPERATIVE GAMES (e.g., LOTTO, ALPHABET BINGO, CARD GAMES, BOARD GAMES).
7. ORGANIZE TOYS AND GAMES (e.g., PICTURE/WORD LABELS, SHORT STACK OF GAME BOXES) SO CHILDREN CAN FIND WHAT THEY NEED AND RETURN IT TO THE SHELF WHEN FINISHED.
8. INCLUDE A VARIETY OF MATERIALS RANGING FROM SIMPLE TO COMPLEX TO MEET VARYING ABILITY LEVELS (e.g., 4-PIECE, 7-PIECE, 11-PIECE PUZZLES; SMALL-, MEDIUM-, AND LARGE-SIZE PEGS; BEADS; AND LEGOS).

E. ART

ALL STAFF ARE REQUIRED TO:

1. MAKE THE ART AREA AVAILABLE AS A CHOICE ACTIVITY ON A DAILY BASIS.
2. SET UP THE EASEL AND PAINTING MATERIALS (4 OR MORE COLORS OF PAINT, PLUS BRUSHES AND PAPER) SO THAT CHILDREN CAN USE THEM INDEPENDENTLY ON A DAILY BASIS.
3. LOCATE THE AREA SO IT IS PROTECTED FROM TRAFFIC.
4. PROVIDE A TABLE WITH 4-6 CHAIRS SO CHILDREN CAN WORK ON A HORIZONTAL SURFACE.
5. MAKE A VARIETY OF EACH OF THE FOLLOWING MATERIALS ACCESSIBLE TO CHILDREN FOR INDEPENDENT WORK: MATERIALS TO PAINT ON (e.g., MANILLA PAPER, FOIL, CARDBOARD, NEWSPAPER, BUTCHER PAPER, WALLPAPER); MATERIALS TO PAINT WITH (e.g., TEMPERA PAINT, FINGER PAINT, WATERCOLORS, BRUSHES OF ALL KINDS, SPONGES, SCRUB BRUSH); MATERIALS TO DRAW ON (e.g., DIFFERENT KINDS OF PAPER, CARDSTOCK, CHALKBOARDS, WHITEBOARDS); MATERIALS TO DRAW WITH (e.g., CRAYONS, MARKERS, COLORED PENCILS, CHALK, GEL PENS, PASTELS); AND MATERIALS TO CUT AND PASTE (e.g., COLLAGE MATERIALS, GLUE, PASTE, PAPER, SCISSORS).
6. MAKE MOLDING MATERIALS (e.g., CLAY, PLAYDOUGH, PLASTICENE, MODELING DOUGH) AND TOOLS (e.g., ROLLING PINS, CRAFT STICKS, SCRAPERS) AVAILABLE TO CHILDREN.
7. INCLUDE MATERIALS FOR THREE-DIMENSIONAL CONSTRUCTION (e.g., WOODWORKING MATERIALS, PIPE CLEANERS, WIRES, BRADS, DOWELS).

8. ORGANIZE THE ART AREA SO THAT CHILDREN CAN USE THE MATERIALS AND MANAGE THEIR WORK INDEPENDENTLY (e.g., LABEL CONTAINERS AND/OR SHELVES, POSITION SIMILAR MATERIALS TOGETHER, MAKE SMOCKS AND CHILD-SIZE CLEANING MATERIALS ACCESSIBLE).

F. LIBRARY

ALL STAFF ARE REQUIRED TO:

1. MAKE THE LIBRARY AREA AVAILABLE AS A CHOICE ON A DAILY BASIS.
2. PROVIDE A VARIETY OF MATERIALS AND FURNISHINGS TO MAKE THE SPACE COMFORTABLE (e.g., CARPETED FLOOR, GOOD LIGHTING, BEANBAG CHAIRS, AND CHILD-SIZE ROCKER) WHERE CHILDREN CAN LOOK AT BOOKS.
3. PROVIDE A SPACE AND MATERIALS FOR LISTENING (e.g., BOOKS STORED TOGETHER WITH TAPES OR CDS, CASSETTE RECORDER OR CD PLAYERS, and TWO HEADPHONES).
4. INCLUDE A BOOKSHELF TO DISPLAY BOOKS FACING OUT, A TABLE AND CHAIRS FOR WRITING AND A SHELF FOR WRITING MATERIALS.
5. PROVIDE A VARIETY OF MATERIALS TO WRITE ON (e.g., ASSORTED LINED AND UNLINED PAPER, CHALKBOARDS, ENVELOPES, STATIONERY), A VARIETY OF MATERIALS TO WRITE WITH (e.g., PENCILS, PENS, MARKERS, CHALK), AND A VARIETY OF LETTER OR WORK MANIPULATIVES (e.g., LETTER STAMPS, NAME CARDS, ALPHABET CARDS FOR CHILDREN TO HANDLE AND USE AS MODELS).
6. DISPLAY (WITH COVERS FACING OUT) AT LEAST 2 PER CHILD CHILDREN'S BOOKS (e.g., STORYBOOKS; NURSERY RHYMES; AND INFORMATIONAL, PREDICTABLE, ALPHABET AND NUMBER/COUNTING BOOKS). (CHARACTER BOOKS ARE NOT TO COUNT FOR THIS)
7. PROVIDE BOOKS AND RELATED PROPS FOR RETELLING STORIES (e.g., HAND PUPPETS, FLANNEL BOARD, MAGNETIC BOARD, OR STORY APRON RELATED TO A PARTICULAR STORY).

G. DISCOVERY

1. MAKE THE DISCOVERY AREA AVAILABLE AS A CHOICE ACTIVITY ON A DAILY BASIS.
2. INCLUDE A TABLE WHERE CHILDREN CAN WORK AND A SHELF TO HOLD DISPLAYS, COLLECTIONS AND DISCOVERY MATERIALS.
3. PROVIDE A VARIETY OF TYPES OF BASIC TOOLS (e.g., MAGNIFYING GLASSES, BALANCE SCALES, SIEVES, FUNNELS, MAGNETS, THERMOMETERS, CONTAINERS, TWEEZERS, TONGS).
4. PROVIDE A VARIETY OF MATERIALS FOR EXPLORING (e.g., PLANTS, SEEDS AND BULBS, PETS, ROCKS, AND SOIL).

5. PROVIDE A VARIETY OF MATERIALS FOR INVESTIGATING THE PHYSICAL PROPERTIES OF OBJECTS (e.g., SENSORY TUBS, TAKE-APARTS, PULLEYS, GEARS, WHEELS, MIRRORS, AND FLASHLIGHTS).

6. ORGANIZE AND DISPLAY MATERIALS SO THAT CHILDREN CAN USE THEM INDEPENDENTLY (e.g., LABEL CONTAINERS AND/OR SHELVES, TRAYS).

H. SAND AND WATER

1. MAKE SAND AND WATER AREA AVAILABLE AS A CHOICE ON A DAILY BASIS, EITHER INDOORS OR OUTDOORS.

2. PROVIDE A SUFFICIENT AMOUNT OF SAND (3-4 INCHES) AND MATERIALS FOR DIGGING, MOLDING, POURING AND SIFTING (e.g., SCOOPS, MEASURING CUPS AND SPOONS, SIEVES, BUCKETS, SHOVELS, SAND MOLDS).

3. PROVIDE CLEAN, FRESH WATER AND A VARIETY OF PROPS FOR WATER PLAY (e.g., BUCKETS, CUPS, FUNNELS, SQUIRT BOTTLES, WATER WHEEL, BULB BASTERS, WHISKS, and FLOATING TOYS).

4. HAVE SMOCKS AND CLEANING SUPPLIES (e.g., CHILD-SIZE BROOM, MOP, DUSTPAN) STORED IN THE AREA AND EASILY ACCESSIBLE TO CHILDREN.

I. MUSIC AND MOVEMENT

1. PROVIDE A PLACE FOR CHILDREN TO PLAY WITH MUSICAL INSTRUMENTS AND ENJOY MUSIC.

2. PROVIDE AN EASY-TO-OPERATE (e.g., COLOR-CODED BUTTONS OR EQUIPMENT MADE SPECIFICALLY FOR CHILDREN) TAPE RECORDER, CD PLAYER, OR RECORD PLAYER.

3. PROVIDE A VARIETY OF MUSICAL INSTRUMENTS (e.g., STICKS, SAND BLOCKS, TRIANGLE, DRUM, CYMBALS, TAMBOURINE, MARACAS, and TONE BLOCKS) AND DANCE PROPS (e.g., STREAMERS, SCARVES).

4. PROVIDE A VARIETY OF MUSICAL COLLECTIONS FOR CHILDREN'S USE, ON EITHER CDS OR TAPES, REPRESENTING DIVERSE CULTURES AND MUSICAL STYLES.

5. OFFER MUSIC AND MOVEMENT EXPERIENCES AS A CHOICE ACTIVITY ON A DAILY BASIS.

J. COOKING

1. ALLOCATE A PLACE AND TIME FOR COOKING PROJECTS AND/OR PREPARING SELF-SERVE SNACKS.

2. MAKE BASIC ITEMS AVAILABLE TO CHILDREN THAT THEY CAN USE SAFELY AND INDEPENDENTLY TO COMPLETE A FOOD-RELATED PROJECT (e.g., UTENSILS, RECIPE CARDS/CHARTS WITH PICTURES AND WORDS, INGREDIENTS FOR PREPARING DAILY SNACK).

3. PROVIDE LABELED STORAGE AREAS FOR COOKING MATERIALS (e.g., A SHELF, LABELED BOXES, AND BINS).

4. MAKE COOKING EXPERIENCES AVAILABLE AS A CHOICE ACTIVITY.

K. COMPUTERS AND TABLETS (center wide)

1. LOCATE THE COMPUTER MONITORS SO THAT OVERHEAD OR EXTERNAL LIGHTING DOES NOT CAUSE A GLARE ON THE SCREEN.

2. EQUIP THE AREA WITH A CHILD-SIZE COMPUTER STAND OR TABLE, ONE OR TWO COMPUTERS WITH CD-ROM DRIVES, CHAIRS FOR EACH COMPUTER, AND OTHER EQUIPMENT IF AVAILABLE (e.g., PRINTER, SCANNER, DIGITAL CAMERA).

3. ARRANGE EQUIPMENT SO THAT CHILDREN CAN USE IT SAFELY (e.g., EASY TO TURN ON AND OFF, POWER CORDS IN BACK AND OUT OF CHILDREN'S REACH, AWAY FROM WATER SOURCES).

4. ARRANGE THE EQUIPMENT SO THAT CHILDREN CAN USE IT COMFORTABLY TO PREVENT UNDUE PHYSICAL STRESS: CHILDREN ARE APPROXIMATELY 18" FROM THE SCREEN, MONITORS ARE ANGLED SO CHILDREN DO NOT HAVE TO LOOK UP, THE KEYBOARD AND/OR MOUSE ARE AT A CHILD'S ELBOW LEVEL.

5. PROVIDE CHILDREN ACCESS TO SOFTWARE PROGRAMS THAT ARE DEVELOPMENTALLY APPROPRIATE, INTERACTIVE, AND INTERESTING (e.g., SOFTWARE RELATED TO A STUDY TOPIC, AN ELECTRONIC STORYBOOK, A DRAWING OR WORK PROCESSING PROGRAM).

6. MAKE COMPUTERS AVAILABLE AS A CHOICE ACTIVITY ON A DAILY BASIS.

7. TEACHER WILL ESTABLISH A UNIVERSAL TIME LIMIT PER CHILD SO ALL CHILDREN HAVE AN OPPORTUNITY TO USE TECHNOLOGY.

TECHNOLOGY FOR CLASSROOM (school age care)

- SCHOOL AGE CHILDREN HAVE ACCESS TO VIDEO GAMES, TABLETS, COMPUTER, AND THEIR OWN PERSONAL DEVICES.
- CONTENT ON DAYCARE DEVICES IS CHOSE BY THE TEACHER. ALL DAYCARE DEVICES HAVE PARENTAL CONTROLS.
- DESKTOP COMPUTER IS AVAILABLE FOR 15–25-MINUTE INCREMENTS TO ALL CHILDREN DURING CENTER TIME.
- PERSONAL TECHNOLOGY ALLOWED DURING NAPTIME OR AT THE END OF THE DAY. NO SHARING DEVICES.

L. OUTDOORS-STAFF WILL POSTION THEMSELVES TO HAVE PROPER PLAYGROUND SUPERVISION-WILL MOVE AS CHILDREN MOVE TO ENSURE ALL AREAS ARE ABLE TO BE SEEN.

1. MAKE THE OUTDOORS AREA AVAILABLE ON A DAILY BASIS.

2. ALLOCATE SUFFICIENT SPACE TO ACCOMODATE ALL THE CHILDREN USING THE OUTDOOR AREA AT ONE TIME (e.g., APPROXIMATELY 80-100 SQUARE FEET PER CHILD).
3. PROVIDE A SAFE PLACE FOR OUTDOOR PLAY (e.g., PROTECTED FROM TRAFFIC, FREE FROM DEBRIS, CUSHIONING MATERIALS UNDER THE EQUIPMENT, NO SHARP EDGES, WHERE CHILDREN CAN BE SEEN AND SUPERVISED FROM ALL VANTAGE POINTS).
4. HAVE VARIED SPACES THAT INCLUDE SOFT MATERIALS (e.g., SAWDUST, SAND, OR BARK UNDER EQUIPMENT); SUNNY AS WELL AS SHADY AREAS; PAVED OR HARD-SURFACED AREAS LARGE ENOUGH FOR RIDING WHEELED TOYS SAFELY; PLACES TO BE ALONE OR WITH ONE OR TWO FRIENDS (e.g., TRACTOR TIRES, BLANKETS FOR READING, OLD ROWBOAT, BOXES, TENTS); OPEN SPACES FOR LARGE MOTOR SKILLS.
5. OFFER A VARIETY OF AGE-APPROPRIATE EQUIPMENT FOR CLIMBING, SWINGING, SLIDING, BALANCING AND RIDING WHEELED TOYS.
6. PROVIDE A VARIETY OF EQUIPMENT AND/OR MATERIALS FOR GROSS MOTOR ACTIVITIES SUCH AS RUNNING, CATCHING AND THROWING, AND KICKING.
7. CREATE SPACES AND PROVIDE TOOLS (e.g., CHILD-SIZE RAKES, SHOVELS, MAGNIFYING GLASSES) FOR CHILD-INITIATED NATURE EXPORATIONS (e.g., DIGGING, GARDENING, OBSERVING).
8. PROVIDE MATERIALS FOR CREATIVE OUTDOOR EXPERIENCES (e.g., READING, ART, CONSTRUCTION, MOVEMENT.DANCE, DRAMATIC PLAY).

M. LITERACY

1. INCLUDE PRINT THAT LABELS OBJECTS (e.g., NAMES ON CUBBIES), PROVIDES INFORMATION (e.g., DAILY SCHEDULE, RECIPES, INSTRUCTIONS ON HOW TO WASH HANDS), PROVIDE NARRATIVE DESCRIPTIONS (e.g., DICTATION ABOUT ARTWORK), AND IDENTIFIES CLASSROOM PRACTICES (e.g., WAITING LISTS, JOB CHART).
2. PROVIDE A VARIETY OF BOOKS INCLUDING NARRATIVE, PREDICTABLE, ALPHABET, NUMBER/COUNTING, INFORMATIONAL, RHYMING, AS WELL AS OTHER TEXTS (e.g., MAGAZINES, SIGNS, CHARTS).
3. INCLUDE A VARIETY OF MATERIALS WRITTEN IN ENGLISH AND OTHER LANGUAGES SPOKEN BY THE CHILDREN IN THE CLASS: BOOKS IN AT LEAST 5 INTEREST AREAS AND OTHER TEXTS (e.g., MAGAZINES, LISTS, COOKBOOKS, NEWSPAPERS, OR CHARTS) IN AT LEAST 3 INTEREST AREAS.
4. OFFER A VARIETY OF WRITING MATERIALS (e.g., PAPER, NOTEPADS, MARKERS, APPOINTMENT BOOKS, ENVELOPES, CHALKBOARDS, WIPE-OFF BOARDS, AND SIGN-UP SHEETS) IN AS LEAST 5 INTEREST AREAS.
5. DISPLAY THE ALPHABET ON THE WALL AT THE CHILDREN'S EYE LEVEL.

N. MATHEMATICS

1. PROVIDE A VARIETY OF MATERIALS FOR EXPLORING NUMBER CONCEPTS (e.g., COUNTING BEARS, COUNTING BOOKS, NUMBER PUZZLES, OR NUMBER LINES).
2. INCLUDE A VARIETY OF MATERIALS THAT ALLOW CHILDREN TO RECOGNIZE, COPY, CREATE, AND EXTEND PATTERNS (e.g., PATTERN BLOCKS, UNIT BLOCKS, COLORED WOODEN BEADS, COLLAGE MATERIALS).
3. PROVIDE A VARIETY OF MATERIALS FOR EXPLORING GEOMETRIC SHAPES AND SPATIAL RELATIONSHIPS (e.g., SHAPE PUZZLES AND SORTERS, BLOCKS, and PARQUETRY BLOCKS).
4. INCORPORATE A VARIETY OF MATERIALS FOR EXPLORING MEASUREMENT (MEASURING CUPS, SPOONS, BALANCING SCALES, RULERS, STRING, SCALES, SAND TIMERS, PLAY MONEY).
5. PROVIDE A VARIETY OF MATERIALS FOR COLLECTING, ORGANIZING, AND REPRESENTING DATA (e.g., COLLECTIONS SUCH AS BOTTLE CAPS, SHELLS, LEAVES, BUTTONS).

O. SCIENCE

1. PROVIDE A VARIETY OF MATERIALS FOR ACTIVELY INVESTIGATING THE LIFE SCIENCES (e.g., PETS, PLANTS, LEARNING ABOUT HEALTH, NUTRITION, AND/OR OUR BODIES).
2. INCORPORATE A VARIETY OF MATERIALS FOR INVESTIGATING THE PHYSICAL SCIENCES (e.g., MAGNETS, MAGNIFYING GLASSES, BALANCE SCALES, MIRRORS, PULLEYS, RAMPS, BALLS, SMALL APPLIANCES TO TAKE APART).
3. INCLUDE A VARIETY OF MATERIALS FOR EXPLORING THE EARTH AND THE ENVIRONMENT (e.g., SAND, CLAY, WATER, THERMOMETERS, ROCKS, FOSSILS, RECYCLABLES).

P. SOCIAL STUDIES

1. PROVIDE A VARIETY OF MATERIALS TO HELP CHILDREN LEARN MORE ABOUT PEOPLE AND HOW THEY LIVE (e.g., CAREER-RELATED PROPS, BOOKS ABOUT DIFFERENT CULTURES AND FAMILIES, CLASS RULES, AND JOBS DISPLAY, PLAY MONEY, CASH REGISTERS, AND FAMILY PICTURES).
2. OFFER A VARIETY OF MATERIALS TO HELP CHILDREN LEARN ABOUT SPACES AND GEOGRAPHY (e.g., MAPS, ROAD SIGNS FOR THE BLOCK AREA, BOARD GAMES REQUIRING CHILDREN TO MOVE MARKERS, AND MUSICAL SELECTIONS OR GAMES THAT CHILDREN USE INDEPENDENTLY TO EXPLORE DIRECTIONALITY).
3. PROVIDE OPPORTUNITIES FOR CHILDREN TO LEARN ABOUT PEOPLE AND HOW THEY LIVE (e.g., ARRANGE FOR A FIELD TRIP IN THE COMMUNITY, SET UP A GROCERY STORE WITH A CASH REGISTER).

4. GUIDE CHILDREN IN CARING FOR THE ENVIRONMENT (e.g., RECYCLE PAPER, PUT TRASH IN WASTEBASKET, TEND TO THE FLOWER GARDEN TO BEAUTIFY THE PLAYGROUND).

5. PROVIDE OPPORTUNITIES FOR CHILDREN TO SEE AND EXPLORE SIMILARITIES AND DIFFERENCES AMONG PEOPLE AND CULTURES (e.g., INVITE FAMILIES TO SHARE CULTURAL TRADITIONS, COOK ETHNIC FOODS).

6. USE NATURALLY OCCURRING OPPORTUNITIES TO EXPAND GEOGRAPHIC THINKING BY EXPLORING SPATIAL RELATIONS (e.g., NEAR, FAR, NEXT TO, OUTSIDE, BEHIND) AND BY LEARNING ABOUT THE IMMEDIATE ENVIRONMENT (e.g., LEARN TO GET AROUND THE SCHOOL, VISIT PLACES IN THE NEIGHBORHOOD).

II. STRUCTURE

A. DAILY SCHEDULE AND ROUTINES

1. OFFER A BALANCE OF ACTIVITIES, INCLUDING ACTIVE AND QUIET TIMES, LARGE AND SMALL GROUP ACTIVITIES, INDOOR AND OUTDOOR PLAY TIMES, AND CHILD INITIATED AND TEACHER PLANNED ACTIVITIES.

2. DISPLAY THE DAILY SCHEDULE IN WORDS AND PICTURES AT THE CHILDREN'S EYE LEVEL.

3. ALLOW FOR FLEXIBILITY IN THE DAILY SCHEDULE (e.g., GIVE ADDITIONAL TIME DURING CHOICE TIME WHEN CHILDREN ARE INVOLVED IN ELABORATE PLAY; SHORTEN GROUP TIMES WHEN CHILDREN BECOME RESTLESS).

4. ALLOCATE AT LEAST 30-60 MINUTES EACH MORNING AND AFTERNOON FOR OUTDOOR PLAY.

5. HAVE CONSISTENT ROUTINES AND PROCEDURES IN PLACE FOR CHILDREN TO FOLLOW (e.g., PUT BELONGINGS AWAY UPON ARRIVAL, CHECK IN AT ATTENDANCE BOARD; HAND-WASHING AND TOOTH-BRUSHING PROCEDURES DEPICTED IN PICTURES AND WORDS AND POSTED AT THE CHILDREN'S EYE LEVEL).

6. HAVE STRATEGIES IN PLACE FOR TEACHING CHILDREN HOW TO CARE FOR THE CLASSROOM AND MATERIALS APPROPRIATELY (e.g., A JOB CHART WITH CHILDREN'S NAMES AND PHOTOS TO SHOW WHO IS RESPONSIBLE FOR SPECIFIC TASKS, CLEAN-UP SUPPLIES THAT ARE ACCESSIBLE AND SAFE FOR CHILDREN'S USE).

7. GUIDE CHILDREN IN PUTTING AWAY MATERIALS WHERE THEY BELONG (e.g., DRAW ATTENTION TO THE LABELS; PLAY GAMES TO SORT MATERIALS ON SHELVES).

B. LARGE- AND SMALL-GROUP TIME

1. CONDUCT LARGE GROUP MEETINGS FOR FLEXIBLE PERIODS OF TIME (e.g., 5-20 MINUTES DEPENDING ON THE AGE, INTERESTS AND ABILITIES OF THE GROUP) EACH MORNING AND AFTERNOON.

2. MAKE ACCOMODATIONS FOR CHILDREN WHO CHOOSE NOT TO PARTICIPATE IN LARGE GROUP ACTIVITIES (e.g., ALLOW CHILDREN TO LOOK AT BOOKS OR CHOOSE ANOTHER QUIET ACTIVITY).

3. ENGAGE CHILDREN IN INTERACTIVE EXPERIENCES (e.g., SONGS, FINGERPLAYS, DISCUSSIONS, SHARING) DURING SMALL AND LARGE GROUP TIME.

4. CONDUCT PLANNED SMALL GROUP (2-6 CHILDREN) ACTIVITIES EACH DAY.

5. USE FLEXIBLE GROUPING SO THAT THE SIZE AND MAKE-UP OF THE SMALL GROUPS ARE NOT THE SAME EVERY DAY.

6. USE SMALL GROUP TIMES TO ADDRESS THE NEEDS AND INTERESTS OF THE CHILDREN (e.g., INTRODUCE NEW MATERIALS OR CONCEPTS, TEACH SPECIFIC SKILLS, AND OBSERVE HOW A CHILD USES MATERIALS AND OFFER SUGGESTIONS FOR THE NEXT STEP).

C. CHOICE TIME

1. ALLOW CHILDREN TO CHOOSE INTEREST AREAS, ACTIVITIES, MATERIALS AND PLAYMATES DURING CHOICE TIME.

2. SCHEDULE CHOICE TIME FOR AT LEAST ONE HOUR, EXCLUSIVE OF CLEAN-UP TIME, IN THE MORNING AND AGAIN IN THE AFTERNOON FOR FULL-DAY PROGRAMS.

3. ALLOW CHILDREN TO MOVE TO DIFFERENT INTEREST AREAS INDEPENDENTLY DURING CHOICE TIME.

4. CIRCULATE THROUGHOUT THE ROOM AND INTERACT WITH CHILDREN DURING CHOICE TIME (e.g., OBSERVE CHILDREN, JOIN IN THEIR PLAY WHEN APPROPRIATE, ASK OPEN-ENDED QUESTIONS, INTERVENE, WHEN NECESSARY, MAKE SUGGESTIONS, OFFER PROPS AND MATERIALS).

5. USE CHOICE TIME AS A MEANS TO ADDRESS THE NEEDS AND INTERESTS OF INDIVIDUAL CHILDREN (e.g., OFFER A BOOK ON CATERPILLARS TO A CHILD WHO FOUND ONE OUTDOORS; GIVE SUGGESTIONS TO A CHILD HAVING DIFFICULTY COMPLETING A PUZZLE; HELP A CHILD MAKE A GET-WELL CARD FOR HIS GRANDFATHER).

D. TRANSITIONS

1. FACILITATE SMOOTH TRANSITIONS BETWEEN ACTIVITIES (e.g., GIVE ADVANCE NOTICE, MINIMIZE WAIT TIME, HAVE MATERIALS READY FOR NEXT ACTIVITY, MINIMIZE THE NUMBER OF TRANSITIONS THROUGHOUT THE DAY).

2. TRANSITION CHILDREN FROM ONE ACTIVITY TO ANOTHER, INDIVIDUALLY AND IN SMALL GROUPS AS MUCH AS POSSIBLE (e.g., ALLOW CHILDREN TO USE THE BATHROOM AS NEEDED, MOVE TO THE NEXT ACTIVITY WHEN FINISHED EATING).

3. USE TRANSITIONS AS AN OPPORTUNITY TO TEACH CONCEPTS AND SKILLS (e.g., "IF YOU ARE WEARING RED TODAY, GO WASH YOUR HANDS AND PUT ON YOUR COAT.");

SHOW CHILDREN HOW MUCH TIME REMAINS BY USING CONCRETE OBJECTS LIKE A SAND TIMER).

E. WEEKLY PLANS

1. WRITE A WEEKLY PLAN AND CARRY OUT ACTIVITIES IN THE PLAN.
2. SHARE WEEKLY PLANS WITH FAMILIES (e.g., POST WEEKLY PLANS ON PARENTS' BULLETIN BOARD, WRITE AND SEND HOME A WEEKLY NEWSLETTER INFORMING FAMILIES OF CLASS ACTIVITIES).
3. INCLUDE ON THE WEEKLY PLANNING FORM CHANGES TO THE ENVIRONMENT, ACTIVITIES RELATED TO A TOPIC OF STUDY, PLANS FOR LARGE GROUP MEETINGS, OPPORTUNITIES TO WORK WITH CHILDREN IN SMALL GROUPS, AND SPECIAL ACTIVITIES FOR THE WEEK.
4. RECORD ON THE FORM ANY CHANGES MADE TO WEEKLY PLANS (e.g., CHANGED PLANS WHEN FIRST SNOW FELL OR WHEN FOLLOWING A CHILD'S INTEREST).

F. BUILDING RELATIONSHIPS

1. DEMONSTRATE AFFECTION AND CARING (e.g., SMILE, RESPOND QUICKLY TO A CHILD IN DISTRESS, GIVE HUGS, HOLD CHILDREN'S HANDS).
2. SHOW APPRECIATION FOR CHILDREN'S INTERESTS, NEEDS, AND EFFORTS (e.g., READ *MILLIONS OF CATS* TO A CHILD WHO LOVES CATS; ASSIST A CHILD WHO HAS DIFFICULTY ENTERING A GROUP;

VALIDATE A CHILD'S ACCOMPLISHMENTS, "YOU GOT YOUR COAT ON ALL BY YOURSELF!").

3. LISTEN ATTENTIVELY TO WHAT EACH CHILD HAS TO SAY AND RESPOND RESPECTFULLY AT THE CHILDREN'S EYE LEVEL.
4. ENGAGE IN FREQUENT CONVERSATIONS WITH CHILDREN (e.g., TALK ABOUT IDEAS AND PERSONAL EXPERIENCES).

G. GUIDING CHILDREN'S BEHAVIOR

1. GUIDE CHILDREN'S BEHAVIOR IN POSITIVE WAYS (e.g., OFFER POSITIVE REMINDERS; ESTABLISHES A FEW RULES AND STATE THEM IN POSITIVE WAYS; REMIND CHILDREN OF THE RULE; TEACH CHILDREN HOW TO COOPERATE, NEGOTIATE, AND MAKE AND KEEP FRIENDS; REDIRECT CHILDREN FROM UNACCEPTABLE TO ACCEPTABLE BEHAVIOR).
2. MAINTAIN A POSITIVE SOCIAL ATMOSPHERE AND ORDER WHILE TEACHING CHILDREN SOCIAL PROBLEM-SOLVING SKILLS (e.g., HOW TO TALK ABOUT A PROBLEM, EXPRESS THEIR FEELINGS IN WORDS, COME UP WITH SOLUTIONS FOR A PROBLEM, AND THEN IMPLEMENT THE SOLUTION).

3. HELP CHILDREN INTERPRET THEIR OWN FEELINGS AND THE FEELINGS OF OTHERS (e.g., GIVE CHILDREN THE WORDS TO DESCRIBE THEIR FEELINGS; READ AND DISCUSS STORIES ABOUT FEELINGS; EXPLAIN: LOOK AT HIS FACE. CAN YOU SEE HE IS ANGRY?).

III. GUIDING CHILDREN'S LEARNING

A. GENERAL STRATEGIES

1. TALK WITH CHILDREN ABOUT THEIR WORK TO EXTEND THINKING AND BUILD VOCABULARY (e.g., COMMENT ON OR DESCRIBE WHAT THEY SEE; INVITE CHILDREN TO SHARE IDEAS ABOUT THEIR WORK; TEACH NEW WORDS DURING PLAY, SUCH AS "BACKHOE" OR "KNEAD").

2. ASK OPEN-ENDED QUESTIONS THAT HELP CHILDREN EXPLAIN, PREDICT, APPLY KNOWLEDGE TO SOLVE A PROBLEM, EVALUATE, OR CONSIDER CONSEQUENCES (e.g., "HOW DID YOU DECIDE...? WHAT DO YOU THINK WILL HAPPEN IF...? HOW CAN YOU FIND OUT? CAN YOU THINK OF A WAY TO...? WHAT HAPPENED THAT TIME?").

3. MAKE SUGGESTIONS TO EXTEND CHILDREN'S PLAY IDEAS (e.g., "IS YOUR BABY SICK? SHOULD WE CALL THE DOCTOR? MAYBE BETTY WOULD LIKE TO BE A DOCTOR. SHE'S WEARING THE STETHOSCOPE."), OFFER PROPS, OR PARTICIPATE IN PLAY WHEN A CHILD APPEARS TO NEED SOME SUPPORT AND GUIDANCE.

4. ADAPT INSTRUCTION TO INCLUDE ALL CHILDREN (e.g., OFFER CHALLENGING EXPERIENCES, USE CLEAR VISUAL CUES, USE CONCRETE OBJECTS AND GESTURES WITH SECOND LANGUAGE LEARNERS GOING THROUGH A NONVERBAL PERIOD).

B. LITERACY

1. READ BOOKS TO INDIVIDUALS AS WELL AS TO LARGE AND SMALL GROUPS OF CHILDREN AT LEAST TWICE EVERY DAY, AND PROMPT CHILDREN TO INTERACT AND RESPOND (e.g., TAKE A PICTURE WALK THROUGH THE STORY BEFORE READING, LEAVE OUT A WORD SO CHILDREN CAN FILL IT IN, ASK OPEN-ENDED QUESTIONS, RELATE THE STORY TO PRIOR EXPERIENCES).

2. ENGAGE CHILDREN IN RETELLING A STORY USING PUPPETS, FLANNEL BOARD FIGURES, OR PROPS.

3. DRAW CHILDREN'S ATTENTION TO THE SOUNDS OF LANGUAGE THROUGH PLAYFUL SONGS, STORIES, RHYMES, AND CHANTS TO HELP DEVELOP PHONOLOGICAL AWARENESS.

4. DRAW CHILDREN'S ATTENTION TO CONCEPTS OF PRINT (e.g., LEFT TO RIGHT, TOP TO BOTTOM) AND BOOKS (e.g., AUTHOR, ILLUSTRATOR, BOOK-HANDLING SKILLS, TURNING PAGES).

5. DRAW CHILDREN'S ATTENTION TO LETTERS AND WORDS (e.g., READING BIG BOOKS AND POINTING TO WORDS, TAKING A WALK TO LOOK FOR SIGNS, WRITING A GROUP THANK-YOU LETTER).

6. TALK WITH CHILDREN THROUGHOUT THE DAY, MODELING CORRECT GRAMMAR, INTRODUCING NEW VOCABULARY, AND ASKING QUESTIONS TO ENCOURAGE CHILDREN TO EXPRESS THEIR IDEAS IN WORDS.

7. WRITE WITH CHILDREN (e.g., RECORD THEIR IDEAS AND STORIES, WRITE EXPERIENCE CHARTS, WRITE A THANK-YOU NOTE TO A VISITOR) AND ENCOURAGE CHILDREN TO WRITE (e.g., PUT THEIR NAMES ON ARTWORK, CREATE A SHOPPING LIST IN DRAMATIC PLAY, MAKE SIGNS FOR A BLOCK STRUCTURE).

C. MATHEMATICS

1. ACTIVELY INTRODUCE MATHEMATICAL IDEAS IN PLANNED, PURPOSEFUL WAYS (e.g., READ STORIES WITH MATHEMATICAL CONCEPTS, TEACH COUNTING RHYMES, CREATE GRAPHS, DISCUSS MATH CONCEPTS IN A COOKING ACTIVITY).

2. ENCOURAGE CHILDREN TO CONNECT MATHEMATICAL IDEAS TO EVERYDAY EXPERIENCES (e.g., "WE NEED TO FIGURE OUT A WAY TO SHARE THE MARKERS SO EVERYONE WILL HAVE THE SAME NUMBER").

3. ENCOURAGE CHILDREN TO COMMUNICATE AND REPRESENT THEIR MATHEMATICAL THINKING (e.g., CREATE AND TALK ABOUT A GRAPH OF FAVORITE FLAVORS OF FRUIT; EXPLAIN HOW THEY SORTED TEDDY BEAR COUNTERS; SAY "THIS IS HOW OLD I AM" AND SHARE DRAWING OF BIRTHDAY CAKE WITH 4 CANDLES).

4. INTERACT WITH CHILDREN TO SUPPORT THEIR UNDERSTANDING OF NUMBER CONCEPTS (e.g., ENGAGE IN COUNTING, ONE-TO-ONE CORRESPONDENCE, QUANTITY, NUMBER RECOGNITION, COMPARISON ACTIVITIES).

5. INTERACT WITH CHILDREN TO SUPPORT THEIR UNDERSTANDING OF PATTERNS (e.g., IDENTIFY, COPY, EXTEND, AND CREATE PATTERNS).

6. INTERACT WITH CHILDREN TO SUPPORT THEIR UNDERSTANDING OF GEOMETRY AND SPATIAL SENSE (e.g., EXPLORE 2- AND 3-DEMENSIONAL SHAPES, ENGAGE IN ACTIVITIES USING SPATIAL VOCABULARY SUCH AS IN, OUT, BEHIND, BESIDE, OVER, UNDER, AROUND, THROUGH, NEAR, FAR).

7. INTERACT WITH CHILDREN TO PROMOTE THEIR UNDERSTANDING OF MEASUREMENT (e.g., COMPARE LENGTH, AREA, WEIGHT, CAPACITY, TIME, TEMPERATURE).

8. INTERACT WITH CHILDREN TO PROMOTE THEIR UNDERSTANDING OF DATA COLLECTION, ORGANIZATION, AND REPRESENTATION (e.g., SORT, CLASSIFY, REPRESENT DATA, CREATE GRAPHS, DESCRIBE AND COMPARE FINDINGS).

D. SCIENCE

1. ENCOURAGE CHILDREN TO USE SCIENTIFIC PROCESS SKILLS (e.g., EXPLORE, EXPERIMENT, OBSERVE, REFLECT, DESCRIBE, AND CATEGORIZE, RECORD FINDINGS).

2. PROVIDE OPPORTUNITIES FOR CHILDREN TO ACTIVELY INVESTIGATE THE LIFE SCIENCES (e.g., OBSERVE THE HABITS OF A CLASSROOM PET, CARE FOR PLANTS; LEARN ABOUT HEALTH AND OUR BODIES).

3. PROVIDE OPPORTUNITIES TO EXPLORE PHYSICAL SCIENCE (e.g., EXPLORE THE PHYSICAL PROPERTIES OF MATERIALS; EXPERIMENT WITH HOW THINGS MOVE, HOW THINGS CHANGE).

4. PROVIDE OPPORTUNITIES FOR LEARNING ABOUT THE EARTH AND THE ENVIRONMENT (e.g., LEARN ABOUT THE WEATHER, DAY AND NIGHT, SHADOWS, RECYCLING, WHAT THE EARTH IS MADE OF - ROCKS, SAND, DIRT, MUD, WATER).

E. THE ARTS

1. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE THE VISUAL ARTS SPONTANEOUSLY (e.g., CREATE DRAWINGS, PAINTINGS, OR COLLAGES; TALK ABOUT A PAINTING, SCULPTURE, OR ILLUSTRATIONS IN A BOOK).

2. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE MUSIC SPONTANEOUSLY (e.g., CREATE MELODIES ON A XYLOPHONE, LISTEN TO A FAVORITE SONG ON A CD WITH HEADPHONES) AND IN GROUPS (e.g., SING DURING GROUP TIME, PLAY RHYTHM AND INSTRUMENTS).

3. PROVIDE OPPORTUNITIES FOR CHILDREN TO ENGAGE IN DRAMA SPONTANEOUSLY (e.g., PRETEND PLAY, PUPPETS) AND IN GROUPS (e.g., RE-ENACT A FAVORITE STORY, PLAY PANTOMIME GAMES).

4. PROVIDE OPPORTUNITIES FOR CHILDREN TO DANCE SPONTANEOUSLY (e.g., PUT OUT A BOX OF PROPS AND A VARIETY OF MUSIC DURING CHOICE TIME) AND IN GROUPS (e.g., EXPLORE AT GROUP TIME AND OUTDOORS HOW OUR BODIES CAN MOVE; PLAY A VARIETY OF MUSICAL STYLES WHILE CHILDREN DANCE).

F. TECHNOLOGY

1. INTEGRATE TECHNOLOGY INTO DAILY LEARNING EXPERIENCES (e.g., HELP CHILDREN FIND INFORMATION ABOUT BUGS ON A WEBSITE, E-MAIL A THANK-YOU NOTE TO THE VISITING FIREFIGHTER, RECORD A STORY WITH A TAPE RECORDER, USE COOKING UTENSILS AND APPLIANCES).

2. SHOW CHILDREN HOW TO USE TECHNOLOGY AND TOOLS (e.g., NAVIGATE A SOFTWARE PROGRAM; OPERATE A TAPE RECORDER OR CD PLAYER; USE COOKING TOOLS AND APPLIANCES; WORK A MICROSCOPE) AND SELECT THE RIGHT TOOL TO GET A JOB DONE.

G. STUDIES:

1. OFFER OPPORTUNITIES FOR CHILDREN TO ACTIVELY INVESTIGATE A TOPIC OVER TIME (e.g., DOCUMENTATION IS POSTED FOR CHILDREN AND FAMILIES TO VIEW; STUDY TOPIC IS REFLECTED IN THE WEEKLY PLAN; CHILDREN'S ARTWORK REFLECTS WHAT THEY'VE LEARNED; RESOURCES ABOUT THE TOPIC ARE READILY AVAILABLE;

SOME OF THE INTEREST AREA ACTIVITIES AND MATERIALS ARE RELATED TO THE TOPIC).

2. SELECT TOPICS THAT ARE MORE CONCRETE THAN ABSTRACT AND INVOLVE MANY FIRSTHAND, DIRECT EXPERIENCES WITH REAL OBJECTS THAT CHILDREN CAN MANIPULATE.

3. SELECT TOPICS THAT ARE RELATED TO CHILDREN'S INTERESTS AND PRIOR EXPERIENCES.

4. USE *STUDIES* AS A WAY OF ADDRESSING LITERACY AND MATH SKILLS (e.g., MEASURE HOW TALL A SUNFLOWER HAS GROWN IN A GARDENING PROJECT; DICTATE A STORY ABOUT A TRIP TO THE FIRE STATION; USE PLAY MONEY IN A SHOE STORE WHEN STUDYING SHOES).

IV. ASSESSMENT

A. OBSERVATION AND DOCUMENTATION

1. HAVE A MANAGEMENT SYSTEM IN PLACE FOR COLLECTING OBSERVATIONAL DATA AND WORK SAMPLES FOR EACH CHILD (e.g., A PLACE TO STORE OBSERVATION NOTES, PORTFOLIOS FOR EACH CHILD).

2. WRITE OBSERVATION NOTES ABOUT EACH CHILD THAT ARE OBJECTIVE AND FACTUAL.

3. WRITE OBSERVATION NOTES WEEKLY ABOUT EACH CHILD.

4. COLLECT SAMPLES OF CHILDREN'S WORK TO DOCUMENT CHILDREN'S PROGRESS (e.g., ARTWORK, WRITING SAMPLES, PHOTOS, AUDIO RECORDINGS) AND INCLUDE SUPPORTING NOTES.

5. DATE OBSERVATION NOTES AND WORK SAMPLES.

B. ANALYZING AND EVALUATING CHILDREN'S PROGRESS

1. ANALYZE EACH PIECE OF DOCUMENTATION BY WRITING THE RELEVANT *CREATIVE CURRICULUM* OBJECTIVES ("GOLD" BY NUMBER) ON THE OBSERVATION NOTE AND WORK SAMPLE.

2. MAKE PRELIMINARY RATINGS BETWEEN CHECKPOINTS USING THE *INDIVIDUAL CHILD PROFILE* AND/OR THE *CLASS SUMMARY WORKSHEET*.

3. SUMMARIZE COLLECTED OBSERVATIONS AND WORK SAMPLES USING *THE DEVELOPMENTAL CONTINUUM* AT LEAST 3 TIMES A YEAR AND RECORD FINAL ASSESSMENTS ON THE *INDIVIDUAL CHILD PROFILE*.

C. PLANNING FOR INDIVIDUALS AND GROUPS

1. SHOW EVIDENCE THAT THEY SUMMARIZE EACH CHILD'S PROGRESS 3 TIMES A YEAR ON THE *CHLD PROGRESS AND PLANNING REPORT*.

2. HAVE A SCHEDULE FOR MEETING WITH FAMILIES 2 TIMES A YEAR TO SHARE INFORMATION, SET GOALS FOR THE NEXT FEW MONTHS, AND IDENTIFY NEXT STEPS FOR SCHOOL AND HOME.

3. USE ASSESSMENT DATA (e.g., DATA FROM *CLASS SUMMARY WORKSHEET* AND *INDIVIDUAL CHILD PROFILE* IN *THE DEVELOPMENTAL CONTINUUM ASSESSMENT TOOLKIT* OR *CLASS PROFILE* IN CREATIVE CURRICULUM.NET) TO WRITE THE WEEKLY PLAN FOR THE WHOLE CLASS, SMALL GROUPS, AND INDIVIDUAL CHILDREN.

V. FAMILY INVOLVEMENT

1. GREET FAMILY MEMBERS PERSONALLY EACH DAY AND HAVE A SYSTEM IN PLACE FOR WEEKLY COMMUNICATION IF CHILDREN ARRIVE IN GROUPS.

2. USE DAILY CONTACTS TO UPDATE EACH OTHER ON THE CHILD AND TO COORDINATE PLANS AND APPROACHES.

3. HAVE EVIDENCE OF HOW THEY ORIENT FAMILIES TO THE PROGRAM (e.g., NEWSLETTERS, AGENDAS FROM OPEN HOUSE OR PARENT MEETINGS, AND FAMILY BULLETIN BOARDS) IN A LANGUAGE UNDERSTANDABLE TO EACH FAMILY.

4. INVOLVE FAMILIES IN THE PROGRAM (e.g., INVITE THEM TO PARTICIPATE IN CLASSROOM ACTIVITIES, TAPE STORIES AND SONGS, CONTRIBUTE TO STUDIES, GO ON FIELD TRIPS).

5. HAVE EVIDENCE THAT PARENT CONFERENCES ARE HELD TO SHARE INFORMATION, DISCUSS THE CHILD'S PROGRESS, AND PLAN WHAT EACH WILL DO TO SUPPORT THE CHILD'S LEARNING.

28. PARENT BOARD:

A PARENT BOARD MUST BE HUNG IN EACH ROOM. IT MUST CONTAIN A BORDER AND THE FOLLOWING INFORMATION:

- LESSON PLANS
- CLASSROOM SCHEDULE
- EXPOSURE CONTROL PLANS
- DISASTER PLANS
- MENU
- WEEKLY PARENT NEWS LETTER

MUST CONTAIN:

- WHAT YOU DID THE PRESENT WEEK
- WHAT YOU WILL BE DOING THE NEXT WEEK
- FIELD TRIP REMINDERS

ATTENDANCE SHEET (CAN ALSO BE ON CLIPBOARD)

COT/CRIB MAP (POSTED IN ROOM)

FIRE ESCAPE ROUTES (POSTED BY EXITS)

TORNADO ESCAPE ROUTES (POSTED BY EXITS)

29. TOYS FROM HOME POLICY

EACH ROOM NEEDS TO PUT TOGETHER A "TOYS FROM HOME POLICY" DEPENDING ON IF THE TEACHER WANTS THEIR ROOM TO O.K. THIS OR NOT O.K. THIS.

- A. IT NEEDS TO BE LAMINATED AND POSTED FOR GUARDIANS TO READ ON THE FAMILY BOARD AND A NOTICE NEEDS TO BE SENT HOME.
- B. PLEASE MAKE AN EXCEPTION FOR NAP BUDDIES, BLANKETS, ETC.

GRAND VIEW CHILD DEVELOPMENT IS NOT RESPONSIBLE FOR LOST, BROKEN OR STOLEN TOYS BROUGHT FROM HOME.

DAILY SHEETS NEED TO BE FILLED OUT COMPLETELY EACH DAY FOR ANY CHILD USING DIAPERS OR PULL-UPS; GUARDIANS WANT TO KNOW ABOUT THEIR CHILD'S DAY. COMMUNICATION BETWEEN STAFF AND GUARDIANS IS IMPORTANT.

MAKE SURE YOUR EMERGENCY FILES CONTAIN ALL EMERGENCY INFORMATION ON EACH CHILD AND IS TAKEN WITH YOU ON EVERY OUTING AWAY FROM THE CENTER. EMERGENCY CONTACT FORMS WILL BE UPDATED AT LEAST EVERY FALL OR AS NEEDED TO ENSURE THAT THE NECESSARY INFORMATION IS READILY AVAILABLE AT ALL TIMES.

FOR THE SAFETY OF THE CHILDREN IN OUR CARE, GUARDIANS MUST PROVIDE NAMES AND CONTACT NUMBERS FOR ALL PERSONS PERMITTED TO PICK UP CHILD. IF SOMEONE OTHER THAN THE GUARDIAN IS PICKING UP CHILD, PLEASE LET THE PERSON KNOW THAT PHOTO I.D. WILL BE REQUIRED TO RELEASE CHILD TO PERSON.

ACCIDENT AND INCIDENT REPORTS NEED TO BE FILLED OUT COMPLETELY AND THOROUGHLY AT THE TIME OF THE ACCIDENT OR INCIDENT. DO NOT GIVE THE GUARDIANS THE NAME OF THE OFFENDING CHILD. YOU MAY HOWEVER TELL THE GUARDIAN IF THE CHILD IS THE SAME OFFENDER. ANY QUESTIONS SHOULD BE DIRECTED TO THE DIRECTOR/OSS.

PROFESSIONALISM:

THE CENTERS BUSINESS IS NOT TO BE DISCUSSED WITH THE GUARDIANS. IF THE GUARDIANS ASK QUESTIONS CONCERNING RUMORS WITH THE CENTER, OR BUSINESS CONCERNING THE CENTER, PLEASE DIRECT THEM TO THE DIRECTOR. THIS WILL CUT DOWN ON MISCOMMUNICATION AND CONFUSION.

ALL EMPLOYEES MUST MAINTAIN CENTER AND FAMILY CONFIDENTIALITY ON THE CLOCK AND OFF. (I.E. ATTENDING EVENTS WITH FAMILIES OUTSIDE OF DAYCARE)

MISCELLANEOUS POLICIES:

30. BATHROOM POLICY:

CHILDREN ARE NOT TO BE LEFT UNATTENDED IN THE BATHROOM. THE TEACHER MUST ACCOMPANY THE CHILDREN TO THE RESTROOM. (THIS INCLUDES SCHOOL AGE AND STAFF CHILDREN. **DO NOT SEND ONE CHILD TO THE BATHROOM WITHOUT AN EMPLOYEE.** THIS IS IMPROPER SUPERVISION. PLEASE REMEMBER TO TAKE YOUR RATIO WITH YOU WHEN YOU LEAVE THE ROOM OR PLAYGROUND.

31. PHONING FAMILIES:

GUARDIANS ARE ONLY TO BE CALLED IN A STATE OF AN EMERGENCY, FEVER, OR COMMUNICABLE DISEASE. ALL OTHER PHONE CALLS NEED TO BE APPROVED IN

WRITING BY THE PARENT OR APPROVED BY THE DIRECTOR/OSS. THIS DECISION WILL BE MADE BY THE DISCRETION OF THE DIRECTOR/OSS UNLESS THE GUARDIAN SPECIFIES IN WRITING WITH THE OFFICE. THIS PROTECTS THE CENTER FROM LIABILITY.

32. FIELD TRIP POLICY

IF WE HAVE A FIELD TRIP PLANNED AS PART OF OUR PROGRAM:

- A. WE HAVE A FIELD TRIP RELEASE FORM IN YOUR PRE-REGISTRATION PACKET THAT ACTS AS A PERMISSION SLIP, HOWEVER, YOU WILL BE NOTIFIED IN ADVANCE OF THE DATE AND TIME YOUR CHILD WILL BE OUT OF THE CENTER ALONG WITH ANY ADDITIONAL COST TO YOU FOR THE TRIP.
- B. IF TRANSPORTATION IS REQUIRED, WE WILL BE TAKING THE CENTER VEHICLE WITH ATTENDANCE BEING TAKEN BEFORE WE LEAVE THE CENTER IN THE VEHICLE, AND BEFORE WE LEAVE OUR DESTINATION. SEAT BELTS WILL BE REQUIRED FOR ALL CHILDREN AND STAFF.
- C. PROCEDURES WILL BE REVIEWED WITH STAFF AND CHILDREN ON SUPERVISION UPON LEAVING THE CENTER FOR FIELD TRIPS AND TRANSPORTATION OF CHILDREN.

33. SUPERVISION POLICY:

- A. STAFF WILL BE TRAINED ON PROCEDURES FOR SAFETY AND SUPERVISION THROUGH PASSPORT TO ECE AND ONGOING TRAINING. (INCLUDING INDOORS/OUTDOORS).
- B. ACTIVE SUPERVISION WILL BE PROMOTED (NO CELL PHONES, SPACING OUT STAFF, ETC.) BOTH INDOORS AND OUTDOORS, AS WELL AS DURING AREAS OF HIGH NEED SUCH AS TRANSITIONS (DIAPERING, MEALS, REST TIME, ETC.).
- C. SET UP ENVIRONMENT-CLUTTER FREE, WELL LIT, LOW SHELVES
- D. POSITION STAFF-TO SEE AND HEAR ALL CHILDREN IN THEIR CARE
- E. SCAN AND COUNT-ALWAYS KNOW WHERE AND WHAT CHILD IS DOING
- F. LISTEN-SPECIFIC SOUNDS MAYBE CAUSE FOR CONCERN
- G. ANTICIPATE CHILDREN'S BEHAVIOR-KNOW CHILD'S INTERESTS AND SKILLS
- H. ENGAGE AND REDIRECT-HELP CHILDREN SOLVE PROBLEMS AND DEVELOP SOLUTIONS.
- I. STAFF WILL ACCOUNT FOR ALL CHILDREN WITH A NAME –TO-FACE RECOGNITION
 1. ARRIVAL-staff greet children and families, acknowledging them into the program
 2. MEAL TIMES-staff sit with kids during family style meals
 3. TRANSITIONS
 4. OUTSIDE TIME
 5. DEPARTURE-staff greet parents, report daily news, and acknowledge children are leaving care.
 6. FIELDTRIPS-one staff above ratio, name to face recognition leaving facility and arriving at fieldtrip destination, staff are positioned in vehicles so that all children can be seen, roll call is taken every 30 minutes.

34. WATER PLAY AND BODIES OF WATER:

- A. IF GOING ON FIELD TRIPS, ALL CHILDREN AND STAFF MAY BE ASKED TO WEAR A CERTAIN COLOR OR SILICONE BRACELETS IDENTIFYING AS GVDC.

- B. WATER PLAY-IF CHILDREN ARE PRESENT AROUND WATER, STAFF WILL STAY WITHIN ONE ARM'S LENGTH OF THE CHILD- "TOUCH SUPERVISION" WILL BE ENFORCED. (I.E. SENSORY TABLES, SPRINKLERS)
 - *Grand View uses sensory tables indoors and outdoors
 - *Grand View has water play days: a sprinkler attached to a garden hose is set on playground for children.
- C. BODIES OF WATER-CHILDREN ARE NEVER AROUND BODIES OF WATER. (I.E. PONDS, POOLS, LAKES, RIVERS, ETC.)

35. DISCIPLINE POLICY

- A. CORPORAL PUNISHMENT INCLUDING SPANKING, SHAKING, AND SLAPPING IS PROHIBITED.
 - B. PUNISHMENT, WHICH IS HUMILIATING OR FRIGHTENING, IS PROHIBITED.
 - C. PUNISHMENT BECAUSE OF A CHILD'S ILLNESS OR LACK OF PROGRESS IN TOILET TRAINING, OR PUNISHMENT OR THREAT ASSOCIATED WITH FOOD OR REST IS PROHIBITED.
 - D. SUBJECTING A CHILD TO VERBAL ABUSE, THREATS OR DEROGATORY REMARKS ABOUT THE CHILD'S FAMILY ARE PROHIBITED.
 - E. ANY PROFESSIONALLY PRESCRIBED TREATMENT PLAN FOR A SEVERELY HANDICAPPED CHILD IS RECORDED IN THE CHILD'S RECORD.
 - F. OUR GOAL IS TO USE MORE POSITIVE METHODS SUCH AS A REWARD SYSTEM FOR A JOB WELL DONE, REDIRECTING A CHILD, CALM DOWN CENTERS, HELPING THE CHILD RESOLVE CONFLICT AND DOING OUR BEST TO ANTICIPATE AND AVOID PROBLEM AREAS THROUGH PRIOR PLANNING.
 - G. NOTICE OF THIS POLICY WILL BE COMMUNICATED TO STAFF PRIOR TO EMPLOYMENT, STAFF MEETINGS, AND ONGOING STAFF PD, ETC.
 - H. NOTICE OF THIS POLICY WILL BE COMMUNICATED TO FAMILIES DURING ORIENTATION AND ONGOING THROUGH CHILD'S ENROLLMENT AS NEEDED.
 - I. IT WILL BE INCLUDED IN HANDBOOKS INCLUDING THOSE FOR GUARDIANS' AND STAFF, IT SHALL BE PUBLISHED IN ANY SUCH MANNER AS DEEMED APPROPRIATE.
- **STEPS TOWARD ACHIEVING GOOD BEHAVIOR**
 - EACH CLASS HAS CONCRETE RULES:
 - YOU CANNOT HURT ANYONE
 - YOU CANNOT HURT YOURSELF
 - YOU CANNOT HURT ANYTHING
 - IF A CHILD IS MISBEHAVING WITHIN THESE RULES:
WE IGNORE BEHAVIOR:
 - REDIRECT CHILD TO ANOTHER ACTIVITY
 - WE PRAISE THEIR GOOD BEHAVIOR
 - DEMONSTRATE DESIRED BEHAVIOR
 - LET THEM KNOW THAT AFTER THEIR BEHAVIOR IS ACCEPTABLE, THEN THEY WILL GET THE ATTENTION THEY WANT.
 - GIVE THE CHILD CHOICES (**NO EMPTY THREATS**)
 - TRY TO COMPROMISE WITH THE CHILD TO ACHIEVE GOOD BEHAVIOR
 - ACKNOWLEDGING CHILDREN'S FEELINGS: BY HELPING CHILDREN RECOGNIZE AND NAME THEIR OWN FEELINGS THEY BEGIN TO LEARN THAT PEOPLE MAY HAVE DIFFERENT FEELINGS ABOUT THE SAME THINGS, AND THAT'S OK. THIS

ALSO HELPS CHILDREN BEGIN TO CONTROL THE BEHAVIORS ASSOCIATED WITH STRONG FEELINGS.

- HELP CHILDREN PRACTICE CALM-DOWN STRATEGIES, SUCH AS ASKING FOR A HUG, GETTING A STUFFED ANIMAL, TAKING A DEEP BREATH, OR LOOKING AT A PICTURE BOOK. WHEN A CHILD USES THESE STRATEGIES, COMMENT TO CHILD ON HOW MUCH IT HELPED THEM CALM DOWN, AND ENCOURAGE CHILDREN TO RE-ENGAGE IN POSITIVE ACTIVITIES ONCE THEY ARE CALM
- CALM DOWN CENTER-A CALM-DOWN AREA, IS A SPACE IN THE CLASSROOM WHERE A CHILD CAN GO TO HAVE ALONE TIME AND CALM DOWN. IT'S NOT A TIME-OUT OR A PUNISHMENT. IT PROVIDES THE CHILD A SAFE SPACE TO REGAIN THEIR COMPOSURE.
 - CALM-DOWN CORNERS SHOULD INCLUDE CALMING ACTIVITIES FOR KIDS. THESE MAY INCLUDE
 - ART OR DRAWING TOOLS LIKE COLORING BOOKS, CRAYONS, AND ETCH-A-SKETCHES
 - SENSORY TOOLS LIKE WEIGHTED BLANKETS OR CUSHIONS AND HEADPHONES
 - FIDGET OBJECTS LIKE POP-ITS, SILLY PUTTY, AND PUZZLES
 - VISUAL STIMULATION LIKE KALEIDOSCOPES, SNOW GLOBES, OR CALM-DOWN JARS
 - BOOKS
 - CALM-DOWN CENTERS ARE MEANT TO BE SAFE AND COMFORTING, A WAY FOR A CHILD TO TAKE DEEP BREATHS AND LET THEIR EMOTIONS SETTLE BEFORE THEY BECOME TOO BIG FOR THE CHILD TO HANDLE. WHILE IT'S OKAY TO RECOMMEND THAT A CHILD TAKE A BREAK IN THE CALM-DOWN CORNER, YOU SHOULDN'T FORCE A CHILD TO GO TO THEIR CORNER.
 - STAFF WILL FIND A WAY TO HELP THEM DECOMPRESS IN A WAY THAT'S SAFE AND ALLOWS THE THEM TO MONITOR THE CHILD WHILE GIVING THEM SPACE AWAY FROM OTHER KIDS AND CHAOS.
 - STAFF WILL ACKNOWLEDGE CHILDREN'S ACTIONS WHEN THEY DEMONSTRATE SELF-CONTROL
 - STAFF WILL GIVE CHILDREN CHANCES TO MAKE CHOICES
 - ENCOURAGE THEIR GROWING SENSE OF INDEPENDENCE
- STAFF ARE TRAINED IN POSITIVE DISCIPLINE TECHNIQUES VIA NEW EMPLOYEE ORIENTATION (ESSENTIALS, PASSPORT TO EARLY EDUCATION, IN-HOUSE ORIENTATION AND CONTINUING EDUCATION). CORPORAL PUNISHMENT IS NEVER ACCEPTABLE AND PROHIBITED AT ALL TIMES.

37. BULLYING PREVENTION:

ANY COMMUNICATION TOWARD A CHILD INCLUDING ELECTRONIC (SUCH AS EMAILS OR INSTANT MESSAGES), TELEPHONIC, WRITTEN OR VERBAL COMMUNICATION, OR ANY PHYSICAL ACT OR CONDUCT THAT IS BASED ON AN ACTUAL OR PERCEIVED TRAIT OR CHARACTERISTIC THAT CREATES OR COULD REASONABLY BE EXPECTED TO CREATE AN OBJECTIVELY HOSTILE DAYCARE

ENVIRONMENT IS PROHIBITED. AN OBJECTIVELY HOSTILE DAYCARE ENVIRONMENT IS CREATED IF THE ACT OR CONDUCT:

- PLACES THE STUDENT IN REASONABLE FEAR OF HARM TO THE CHILD'S PERSON OR PROPERTY
- HAS A SUBSTANTIALLY DETRIMENTAL EFFECT ON THE CHILD'S PHYSICAL OR MENTAL HEALTH
- HAS THE EFFECT OF SUBSTANTIALLY INTERFERING WITH THE CHILD'S ACADEMIC PERFORMANCE
- HAS THE EFFECT OF SUBSTANTIALLY INTERFERING WITH THE CHILD'S ABILITY TO PARTICIPATE IN OR BENEFIT FROM GVDC SERVICES, ACTIVITIES, OR PRIVILEGES.

EXAMPLES OF PROHIBITED BEHAVIOR MAY INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

- UNWELCOME TOUCHING
- INAPPROPRIATE OR DEMEANING REMARKS, JOKES, STORIES, ACTIVITIES, SYMBOLS, SIGNS OR POSTERS
- IMPLIED OR EXPLICIT THREATS CONCERNING GRADES, AWARDS, PROPERTY OR OPPORTUNITIES
- REQUIRING EXPLICITLY OR IMPLICITLY THAT A CHILD SUBMIT TO HARASSMENT OR BULLYING AS A TERM OR CONDITION OF THE CHILD'S PARTICIPATION IN ANY EDUCATIONAL PROGRAM OR ACTIVITY.

HARASSMENT AND BULLYING OF STUDENTS ARE AGAINST FEDERAL AND STATE LAW, AND AGAINST GRAND VIEW POLICY. GRAND VIEW IS COMMITTED TO MAINTAINING A NURTURING ENVIRONMENT FREE OF ANY FORM OF BULLYING OR HARASSMENT BY OR TOWARD CHILDREN, PARENTS/GUARDIANS, EMPLOYEES, AND VOLUNTEERS WHILE IN DAYCARE, AT A DAYCARE ACTIVITY OR FUNCTION. GRAND VIEW PROHIBITS HARASSMENT OR BULLYING BASED ON THE CHILD'S ACTUAL OR PERCEIVED TRAIT OR CHARACTERISTIC, INCLUDING BUT NOT LIMITED TO THE STUDENT'S ACTUAL OR PERCEIVED RACE, COLOR, CREED, SEX, AGE, RELIGION, MARITAL OR FAMILIAL STATUS, ETHNIC BACKGROUND, NATIONAL ORIGIN, ANCESTRY, PHYSICAL OR MENTAL ABILITY OR DISABILITY, SEXUAL ORIENTATION, GENDER IDENTITY, PHYSICAL ATTRIBUTE, POLITICAL PARTY PREFERENCE, POLITICAL BELIEF, OR SOCIO-ECONOMIC BACKGROUND OR FAMILIAL STATUS. ACTS OF HARASSMENT OR BULLYING MAY BE TREATED AS GROUNDS FOR DISCIPLINE. DISCIPLINE MAY INCLUDE TERMINATION OF A CHILD, TERMINATION OF AN EMPLOYEE, AND EXCLUSION OF A VOLUNTEER FROM DAYCARE ACTIVITIES OR DAYCARE PREMISES.

THE COMPLAINANT MAY BE REQUIRED TO COMPLETE A WRITTEN FORM AND TO TURN OVER COPIES OF EVIDENCE OF DISCRIMINATION, HARASSMENT OR BULLYING INCLUDING, BUT NOT LIMITED TO, LETTERS, EMAILS, TAPES, SIGNS AND PICTURES. THE INVESTIGATOR SHALL PROMPTLY BEGIN AN INVESTIGATION AND PROCEED TO COMPLETION. BOTH THE COMPLAINANT AND ALLEGED PERPETRATOR WILL BE GIVEN AN OPPORTUNITY TO GIVE A STATEMENT. EMPLOYEES, CHILD, PARENTS, AND VOLUNTEERS SHALL FULLY AND FAIRLY COOPERATE IN THE INVESTIGATION. A WRITTEN INVESTIGATIVE REPORT SHALL BE COMPLETED, AND A SUMMARY OF THE REPORT, INCLUDING A FINDING THAT THE COMPLAINT WAS FOUNDED, UNFOUNDED, OR INCONCLUSIVE WILL BE FORWARDED TO THE COMPLAINANT, TO THE PARENT OR GUARDIAN, AND TO THE ALLEGED PERPETRATOR. THE INVESTIGATOR WILL

CONSIDER THE TOTALITY OF THE CIRCUMSTANCES PRESENTED IN DETERMINING WHETHER THE CONDUCT OBJECTIVELY CONSTITUTES DISCRIMINATION OR HARASSMENT. THE RIGHT TO CONFIDENTIALITY, OF BOTH THE COMPLAINANT AND THE ACCUSED, WILL BE RESPECTED, AND WITH THE NECESSITY TO INVESTIGATE THE ALLEGATIONS OF MISCONDUCT AND TO TAKE CORRECTIVE ACTION WHEN THIS CONDUCT HAS OCCURRED.

NO RETALIATION NO PERSON SHALL RETALIATE AGAINST A CHILD OR OTHER PERSON BECAUSE THE CHILD OR OTHER PERSON HAS FILED A DISCRIMINATION OR HARASSMENT COMPLAINT, ASSISTED OR PARTICIPATED IN AN INVESTIGATION, OR HAS OPPOSED LANGUAGE OR CONDUCT THAT VIOLATES THIS POLICY, AS LONG AS THE PARTICIPATION OR ACTION WAS DONE IN GOOD FAITH. PERSONS WHO ENGAGE IN RETALIATION OR WHO KNOWINGLY FILE FALSE COMPLAINTS OR GIVE FALSE STATEMENTS IN AN INVESTIGATION SHALL BE SUBJECT TO DISCIPLINE UP TO AN INCLUDING SUSPENSION, EXPULSION, OR TERMINATION.

CORRECTIVE ACTION GVDC WILL TAKE ACTION TO HALT ANY IMPROPER DISCRIMINATION, HARASSMENT OR BULLYING AND WILL TAKE OTHER APPROPRIATE CORRECTIVE ACTIONS, INCLUDING DISCIPLINARY MEASURES WHICH MAY INCLUDE DISCHARGE, SUSPENSION, EXPULSION, OR EXCLUSION OF A PERPETRATOR TO REMEDY ALL VIOLATIONS OF THIS POLICY.

NOTIFICATION NOTICE OF THIS POLICY SHALL BE COMMUNICATED TO STAFF, CHILDREN, AND GUARDIANS OF GVDC. IT SHALL BE INCLUDED IN HANDBOOKS INCLUDING THOSE FOR GUARDIANS, STAFF AND VOLUNTEERS, ON GVDC'S WEBSITE, AND SHALL BE PUBLISHED IN ANY SUCH MANNER AS DEEMED APPROPRIATE.

TRAINING GRAND VIEW WILL EDUCATE STAFF, PARENTS, AND STUDENTS ABOUT HARASSMENT AND BULLYING, EFFECTIVE METHODS OF PREVENTION, AND WHAT TO DO IN THE EVENT OF SUCH ACTIONS.

38. POLICIES AND PROCEDURE REGARDING BITING:

PROCEDURE TO FOLLOW WHEN DEALING WITH A CHILD THAT BITES:

PREVENTION IS THE KEY. THE MORE SUPERVISION, THE LESS BITING WILL OCCUR. THE BUSIER THE CHILD, THE LESS LIKELY THE CHILD WILL BITE. KNOWING THAT WE CANNOT PREVENT EVERY BITE, THE FOLLOWING WILL TAKE PLACE WHEN A BITE OCCURS:

THE CHILD THAT BITES:

*WILL RECEIVE EXTRA SUPERVISION

*WILL BE REMOVED FROM THE SITUATION

*WILL BE TALKED TO BY THE TEACHERS. THE TEACHER WILL LET THE CHILD KNOW THAT THEY ARE DISPLEASED WITH THE CHILD'S BEHAVIOR THROUGH

FACIAL EXPRESSION AND TONE OF VOICE. THEY WILL ALSO EXPRESS THAT IT HURTS TO BE BITTEN, AND WILL SHOW THE MARK AND TEARS OF THE OTHER CHILD.

*THE GUARDIAN OF THE CHILD THAT BITE MAY BE ASKED TO BRING IN A TEETHING RING THAT CAN BE FROZEN AND TEETHING GEL. AFTER EVERY BITE THE CHILD WILL BE TOLD TO BITE THE RING AND NOT ANOTHER CHILD. EVENTUALLY THIS WILL BE CONDITIONED INTO THE CHILD.

THE TEACHER WILL FILL OUT AN ACCIDENT/INCIDENT REPORT WHICH WILL INCLUDE THE SITUATION IN WHICH THE BITING OCCURRED, THE TIME AND DATE OF EACH INCIDENT/ACCIDENT, FIRST AID ATTENTION GIVEN TO THE CHILD, AND IF WE TRIED TO CALL THE PARENT. THE PARENT WILL RECEIVE INFORMATION ON BITING.

PROCEDURE TO FOLLOW IN DEALING WITH THE CHILD THAT HAS BEEN BITTEN:

THE CHILD WILL BE REMOVED FROM THE SITUATION

ALL ATTENTION WILL BE ON THE CHILD BITTEN; THE CHILD THAT BIT WILL WAIT.

THE CHILD WILL BE CONSOLED THROUGH BEING HELD, THE FACIAL EXPRESSION AND THE TONE OF VOICE USED.

THE WOUND WILL BE CLEANSED IN THE ROOM SO THAT THE CHILD THAT BIT CAN VIEW THE ATTENTION AND CARE BEING GIVEN TO THE CHILD THAT WAS BITTEN. THEY WILL ALSO BE ABLE TO SEE THE REPERCUSSION OF THE BITE.

THE WOUND WILL BE CLEANSED WITH ANTISEPTIC WIPES OR PEROXIDE. ANTIBIOTIC OINTMENT WILL BE PUT ON THE WOUND AND COVERED WITH A BANDAGE.

THE PARENT WILL BE CALLED BY REQUEST ONLY (BE SURE TO FILL OUT THE ATTACHED SHEET)

AN ACCIDENT/INCIDENT REPORT WILL BE FILLED OUT INCLUDING THE THINGS LISTED PREVIOUSLY.

THE PARENTS WILL RECEIVE INFORMATION ON BITING.

NOTE: ON ADVICE FROM THE DOCTOR, THE STAFF HAS BEEN INSTRUCTED TO DEAL WITH THE SITUATION, USING THE STEPS ABOVE, IN THE FOLLOWING MANNER:

A CHILD HAS JUST BITTEN:

THE CHILD THAT BIT WILL BE REMOVED FROM THE SITUATION AND PLACED IN ANOTHER PART OF THE ROOM. NOTHING WILL BE SAID TO THE CHILD THAT BIT UNTIL A LATER TIME, THEY ARE PLACED THERE AS AN OBSERVER. THEN, ALL ATTENTION IS TURNED ON THE CHILD THAT WAS BITTEN. THE CHILD SHOULD BE HELD AND ROCKED, THE WOUND SHOULD BE CLEANSED ETC. ONLY UNTIL THE BITTEN CHILD HAS CALMED DOWN AND HAS RETURNED TO PLAY, WILL THE BITING CHILD BE ADDRESSED. THE TEACHERS WILL TALK WITH THE CHILD THAT HAS BIT AND HAS ALSO BEEN OBSERVING THE ATTENTION GIVEN TO THE BITTEN CHILD. THEY WILL GIVE THE CHILD THE TEETHING RING (WHICH MAY ALREADY BE ATTACHED TO THEM ON A PACIFIER STRING) AND EXPLAIN THAT BITING CHILDREN HURTS THEM BUT BITING THE RING IS OKAY.

USING THIS PROCEDURE WILL TEACH THE CHILD THAT BITES THAT BITING DOES NOT RESULT IN ATTENTION. THE BITTEN CHILD WILL RECEIVE ALL THE POSITIVE ATTENTION.

39. DIAPER CHANGING POLICY:

- **GLOVES ARE MANDATORY (wet or bm), must be worn on both hands.**
- **CHANGING TABLE NOT TO BE USED FOR ANY OTHER PURPOSE THAN ITS INTENDED USE.**

1. GET ORGANIZED: BEFORE YOU BRING THE CHILD TO THE DIAPER CHANGING AREA, GATHER WHAT YOU NEED: FRESH DIAPER, WIPES, GLOVES, AND PLASTIC BAG. TAKE ALL MATERIALS OUT OF THEIR CONTAINERS AND PUT CONTAINERS AWAY.

2. AVOID CONTACT WITH SOILED ITEMS, AND ALWAYS KEEP A HAND ON THE BABY. ANYTHING THAT COMES IN CONTACT WITH STOOL OR URINE IS A SOURCE OF GERMS. BAG SOILED CLOTHES AND SECURELY TIE THE PLASTIC BAG TO SEND THEM HOME.

3. CLEAN THE CHILD'S DIAPER AREA; UNFASTEN THE DIAPER UNDER THE CHILD. USE DISPOSABLE WIPES TO CLEAN THE DIAPER AREA. REMOVE STOOL AND URINE FROM FRONT TO BACK AND USE A FRESH WIPE EACH TIME. PUT THE WIPES INTO THE SOILED DIAPER.

*NOTE AND REPORT ANY SKIN PROBLEMS SUCH AS REDNESS.

4. REMOVE THE SOILED DIAPER AND CLEAN SOILED SURFACE.

* FOLD THE DIAPER OVER AND SECURE IT WITH THE TABS

* PUT IT INTO A COVERED LINED TRASH CAN

* CHECK FOR SPILLS UNDER THE BABY

* REMOVE THE GLOVES AND PUT THEM DIRECTLY INTO THE TRASH CAN

* WIPE YOUR HANDS WITH A DISPOSABLE WIPE

5. PUT ON A CLEAN DIAPER - SLIDE THE DIAPER UNDER THE BABY, ADJUST AND FASTEN.

6. CLEAN THE BABY'S HANDS - USE SOAP AND WATER AT THE SINK. IF A CHILD IS TOO HEAVY TO HOLD AT THE SINK, USE A DISPOSABLE WIPE OR FOLLOW THIS PROCEDURE:

* WIPE THE CHILD'S HANDS WITH A DAMP PAPER TOWEL AND A DROP OF LIQUID SOAP.

* WIPE THE CHILD'S HANDS WITH A PAPER TOWEL WET WITH CLEAR WATER.

* DRY THE CHILD'S HANDS WITH A DRY PAPER TOWEL.

7. CLEAN AND DISINFECT THE DIAPERING AREA

* CLEAN ANY VISABLE SOIL FROM THE CHANGING TABLE

* DISINFECT THE TABLE BY SPRAYING IT SO YOU WET THE ENTIRE SURFACE WITH A DISINFECTING SOLUTION.

8. WASH YOUR HANDS AND RECORD ON THE CHILD'S DAILY SHEET.

- * USE SOAP AND RUNNING WARM WATER
- * USE A PAPER TOWEL TO TURN OFF FAUCET.
- * USE HAND LOTION TO KEEP YOUR HANDS FROM BECOMING DRY AND

CHAPPED.

* RECORD ON DAILY SHEET WHAT WAS IN THE DIAPER AND ANY CONCERNS.

40. WHEN TRANSPORTING IN THE CASE OF A MEDICAL EMERGENCY:

*A STAFF PERSON WITH PROPER CLEARANCE FROM THE DIRECTOR WILL OPERATE THE VEHICLE TO AND FROM THE DESTINATION. ANOTHER STAFF PERSON MAY BE NEEDED TO BE PRESENT TO CARE FOR THE CHILD DEPENDING ON THE CIRCUMSTANCES.

*ALL STAFF AND CHILDREN WILL BE REQUIRED TO WEAR SEAT BELTS OR BE IN CAR SEATS WHILE BEING TRANSPORTED.

WHEN TRANSPORTING CHILDREN IN THE EVENT OF AN EMERGENCY:

*ATTENDANCE WILL BE TAKEN BEFORE LEAVING THE CENTER

*ALL STAFF WILL ASSIST ALL CHILDREN TO GET IN A CENTER OWNED VEHICLE (STAFF VEHICLES MAY BE USED IF NECESSARY)

*ALL STAFF AND CHILDREN WILL MEET AT FOUR MILE COMMUNITY CENTER

*ATTENDANCE WILL BE TAKEN AGAIN AT FOUR MILE COMMUNITY CENTER

41. HEALTH POLICIES:

* CHILDREN ARE REQUIRED TO HAVE A PHYSICAL AND VALID IMMUNIZATION FORM AT ENROLLMENT.

* CHILDREN WILL HAVE DIRECT CONTACT WITH A STAFF PERSON UPON ARRIVAL FOR DETECTION OF ILLNESS.

* CHILDREN WHO EXHIBIT THE FOLLOWING SYMPTOMS WILL NOT BE ALLOWED TO REMAIN AT THE CENTER, OR WILL BE SENT HOME IF THEY BECOME ILL DURING THE DAY:

DIARRHEA (3 UNEXPLAINED LOOSE STOOLS WITHIN A SHORT TIME PERIOD)

VOMITING

FEVER (101.1) WITHIN THE LAST 24 HOURS (WITH SIGNS OF ILLNESS, OR GENERAL DISCOMFORT) WHEN NOT DUE TO TEETHING OR EAR INFECTION. ILLNESS THAT PREVENTS THE CHILD FROM COMFORTABLY PARTICIPATING IN PROGRAM ACTIVITIES, OR RESULTS IN GREATER NEED FOR CARE THAN THE STAFF CAN PROVIDE WITHOUT COMPROMISING THE HEALTH AND SAFETY OF OTHER CHILDREN.

SWOLLEN GLANDS

SEVERE CONSTANT COUGH

PINK EYE (CONJUNCTIVITIS)

UNEXPLAINED RASHES

HEAD LICE (NOT NITS, LIVE)

MOUTH SORES, UNLESS THE CHILD'S PHYSICIAN OR LOCAL HEALTH DEPARTMENT AUTHORITY STATES THAT THE CHILD IS NONINFECTIOUS.

ANY AND ALL OTHER COMMUNICABLE DISEASES UNTIL A PHYSICIAN'S ORDERS CLEAR THE CHILD FOR DAYCARE.

ILLNESSES DO NOT ALWAYS FOLLOW GUIDELINES - WHEN A CHILD IS TRULY NOT FEELING WELL, WE ENCOURAGE PARENTS TO KEEP THEM HOME, THE LESS CHILDREN ARE EXPOSED TO ILLNESSES, THE LESS ABSENCES FOR EVERYONE INVOLVED.

* PARENTS WILL BE CONTACTED IMMEDIATELY IN THE CASE OF ILLNESS OR SERIOUS INJURY.

* PARENTS MUST COMPLETE A MEDICATION AUTHORIZATION FORM FOR THE CHILDREN REQUIRING MEDICATIONS, INCLUDING OVER THE COUNTER MEDICATIONS. MEDICATION MUST BE PROVIDED IN ITS ORIGINAL CONTAINER. PRESCRIPTION MEDICATION MUST BE ACCOMPANIED BY THE DOCTOR'S INSTRUCTIONS.

* ALL MEDICATION IS STORED IN THE ORIGINAL CONTAINERS, INACCESSIBLE TO CHILDREN OR THE PUBLIC. ALL NON-PRESCRIPTION MEDICATIONS ARE LABELED WITH THE CHILD'S NAME. A RECORD OF MEDS GIVEN IS LOGGED AND KEPT IN THE OFFICE FOR THE CHILD'S FILE.

* PARENTS ARE ASKED TO NOTIFY THE CENTER IF THEIR CHILD CONTRACTS A COMMUNICABLE DISEASE.

* THE CENTER WILL POST NOTICES OF EXPOSURE OF A COMMUNICABLE DISEASE TO ALERT PARENTS TO WATCH CHILDREN CLOSELY FOR ANY SYMPTOMS.

*STAFF WILL WASH THEIR HANDS AFTER ANY RESTROOM ACTIVITY AND BEFORE ANY FOOD SERVICE ACTIVITY. THEY WILL WASH THEIR HANDS BEFORE AND AFTER ADMINISTERING NON-EMERGENCY FIRST AID.

* STAFF WILL USE UNIVERSAL PRECAUTIONS IN HANDLING BLOOD OR BODY FLUIDS AS RECOMMENDED BY THE CENTERS FOR DISEASE CONTROL.

* CHILDREN'S HANDS WILL BE WASHED AFTER USING THE RESTROOM AND BEFORE EATING.

* THE CENTER HAS WRITTEN PROCEDURES FOR MEDICAL AND DENTAL EMERGENCIES IN WHICH ALL STAFF RECEIVE TRAINING. PARENTS PROVIDE SUFFICIENT INFORMATION AND AUTHORIZATION TO MEET THE MEDICAL AND DENTAL EMERGENCIES OF THE CHILDREN.

42. HOME PETS AND CLASSROOM PETS:

- A. ANIMALS KEPT ON SITE SHALL BE IN GOOD HEALTH WITH NO EVIDENCE OF DISEASE, BE OF SUCH DISPOSITION AS TO NOT POSE A SAFETY THREAT TO CHILDREN, AND BE MAINTAINED IN A CLEAN AND SANITARY MANNER.
- B. DOCUMENTATION OF CURRENT VACCINATIONS SHALL BE AVAILABLE FOR ALL ANIMALS ON SITE AS NEEDED.
- C. NO FERRETS, REPTILES, INCLUDING TURTLES, OR BIRDS SHALL BE KEPT ON SITE.
- D. PETS SHALL NOT BE ALLOWED IN KITCHEN OR FOOD PREPARATION AREAS.
- E. IF HATCHING BABY CHICKENS AND DUCKS ARE BROUGHT INTO THE CHILD CARE ENVIRONMENT FOR SCIENCE, ACCESS BY CHILDREN TO THESE ANIMALS SHOULD BE RESTRICTED.
- F. MAKE SURE GUARDIANS ARE AWARE OF THE PRESENCE OF ANY PETS IN THE CENTER AND OBTAIN A STATEMENT FROM THE GUARDIAN.
- G. ANIMALS' CAGES SHOULD NOT BE KEPT NEAR THE KITCHEN OR A FOOD PREPARATION AREA, NOR SHOULD ANIMALS BE OUT OF THEIR CAGES AT MEALTIMES.

- H. STAFF AND CHILDREN MUST WASH THEIR HANDS AFTER HANDLING ANIMALS.
- I. CAGES MUST BE CLEANED REGULARLY. CHILDREN SHOULD NOT HAVE EXPOSURE TO ANIMAL WASTE.

43. SAFETY POLICIES:

*CHILDREN WILL BE SUPERVISED AT ALL TIMES WITHIN THE FACILITY AND ON THE PLAYGROUND.

*EMERGENCY EVACUATION PLANS WILL BE POSTED BY ALL EXITS. EMERGENCY NUMBERS FOR POLICE, FIRE DEPARTMENT, POISON CONTROL CENTER, AND AMBULANCE WILL BE POSTED BY ALL PHONES. CHILDREN'S EMERGENCY INFORMATION WILL BE ACCESSIBLE TO STAFF AT ALL TIMES.

* TORNADO AND FIRE DRILLS WILL BE PRACTICED MONTHLY.

* ALL FULL TIME STAFF WILL BE CERTIFIED IN FIRST AID AND CPR.

* FIRST AID KITS WILL BE CLEARLY LABELED AND AVAILABLE WITHIN THE CENTER, IN THE OUTDOOR PLAY AREA AND ON FIELD TRIPS.

* CHILDREN SHALL BE SECURED IN A SEAT BELT OR CAR SEAT WHEN BEING TRANSPORTED. CENTER DRIVERS WILL BE APPROVED BY THE DIRECTOR AND ON CENTER INSURANCE POLICY.

* EMERGENCY TELEPHONE NUMBERS FOR EACH CHILD WILL BE TAKEN WHEN TRANSPORTING CHILDREN TO SCHOOL AND ALSO ON FIELD TRIPS.

* THE CENTER HAS EMERGENCY PLANS FOR FIRE, TORNADO, FLOOD, INTRUDERS, INTOXICATED PARENTS, LOST OR ABDUCTED CHILDREN, POWER FAILURES, BOMB THREATS, CHEMICAL SPILLS, EARTHQUAKES, AND BLIZZARDS. THESE PLANS INCLUDE TRANSPORTATION ARRANGEMENTS.

* THE CENTER PROVIDES WRITTEN ACCIDENT OR INCIDENT REPORTS TO PARENTS WHEN THERE ARE MINOR INJURIES, CHANGES IN HEALTH STATUS, OR BEHAVIORAL CONCERNS. INCIDENTS RESULTING IN A SERIOUS INJURY OR SIGNIFICANT HEALTH CHANGE WILL BE REPORTED IMMEDIATELY TO THE PARENT.

44. PLAYGROUND EQUIPMENT STABILITY AND INSPECTION:

- OUR OUTDOOR PLAYGROUND INCLUDES EQUIPMENT THAT IS PROPERLY INSTALLED, MAINTAINED, AND AGE-APPROPRIATE.
- STAFF ARE TRAINED ON PLAYGROUND SAFETY VIA NEW EMPLOYEE ORIENTATION (ESSENTIALS, PASSPORT TO EARLY EDUCATION, IN-HOUSE ORIENTATION AND CONTINUING EDUCATION) UPON HIRE AND ANNUALLY REVIEWED EACH YEAR AFTER.
- ALL EQUIPMENT IS SAFELY ANCHORED AND INSTALLED TO MANUFACTURER'S DIRECTIONS. (MANUFACTURER MANUAL AVAILABLE UPON REQUEST)
- FALL SURFACING IS MAINTAINED ACCORDING TO CARING FOR OUR CHILDREN STANDARDS.
 - SHREDDED TIRE IS USED FOR GROUND COVERING/FALL SURFACING
 - SHREDDED TIRE IS ADDED ANNUALLY AND AS NEEDED TO FALL ZONE SPECIFICATIONS.
 - SHREDDED TIRE IS RAKED DAILY BY THE DIRECTOR OR OSS TO BE IN COMPLIANCE WITH FALL ZONE SPECIFICATIONS.

- DAILY INSPECTIONS WILL RECORD GENERAL MAINTENANCE ACTIONS AND CONCERNS. INSPECTIONS WILL BE COMPLETED PRIOR TO THE CHILDREN ENTERING THE PLAYGROUND BY THE ON-SITE SUPERVISOR. THE OSS WILL REPORT ANY FINDINGS TO THE DIRECTOR. IF THE OSS IS UNABLE TO REMEDY THE HAZARD IMMEDIATELY, THE DIRECTOR WILL ENSURE THAT ANY HAZARDS ARE REMEDIATED AS SOON AS POSSIBLE.
- ALL EQUIPMENT, INCLUDING ANCHORED PLAY STRUCTURES ARE INSPECTED FOR THE FOLLOWING:
 - MISSING OR BROKEN PARTS
 - PROTRUSION OF NUTS AND BOLTS
 - RUST AND CHIPPING OR PEELING PAINT
 - SHARP EDGES, SPLINTERS AND ROUGH SURFACES
 - STABILITY HANDHOLDS
 - VISIBLE CRACKS
 - STABILITY OF NON-ANCHORED LARGE PLAY EQUIPMENT (I.E. PLAYHOUSES)
 - WEAR AND DETERIORATION
 - SAFETY HAZARDS SUCH AS BROKEN BOTTLES AND TOYS, DISCARDED CIGARETTES, STINGING INSECT NESTS, AND PACKED SURFACING UNDER FREQUENTLY USED EQUIPMENT LIKE SWINGS AND SLIDES.
 - FALL SURFACING IS AT THE REQUIRED DEPTH IN ALL USE ZONES.

MONTHLY INSPECTIONS WILL RECORD ANY HAZARDS OR DEFECTS WHICH NEED IMMEDIATE ATTENTION OR REQUIRE A PLAN OF ACTION TO RESOLVE THE PROBLEM WITHIN A SPECIFIC TIMEFRAME. INSPECTIONS WILL BE COMPLETED BY THE DIRECTOR AT THE BEGINNING OF EACH MONTH. IF THERE ARE ANY SAFETY HAZARDS PRESENT, THE PLAYGROUND SPACE MAY BE CLOSED OFF UNTIL IT IS REPAIRED OR HAZARDS REMOVED.

45. SIGNING CHILD IN AND OUT (USING PROCARE SYSTEM):

- ALL CHILDREN NEED TO BE SIGNED IN AND OUT EVERY DAY AT THE TIME OF ARRIVAL AND DEPARTURE. THIS PROCESS WILL TAKE PLACE IN THE FRONT ENTRY AT THE COMPUTER STATION BY THE GUARDIAN.
- ENTER THE LAST 4 DIGITS OF YOUR SOCIAL SECURITY NUMBER OR OTHER AGREED UPON CODE.
- YOUR PERSONAL SCREEN WILL COME UP WITH YOUR NAME AT THE TOP AND YOUR CHILD'S NAME TO THE LEFT.
- CLICK THE BUTTON NEXT TO YOUR CHILD'S NAME (IT WILL CHANGE TO IN OR OUT AND READ THAT THEY ARE SIGNED IN OR OUT AND THE TIME).
- LAST CLICK IS FINISH.
 - CHILDREN ARE THE RESPONSIBILITY OF THE GUARDIAN UNTIL THEY ARE INSIDE THE CLASSROOM/PLAYGROUND AND WHEN THE CHILD IS OUTSIDE OF CLASSROOM/PLAYGROUND. CHILDREN NEED TO STAY WITHIN ARM'S REACH OF GUARDIAN AT ALL TIMES. (NO RUNNING

HALLWAYS OR GOING INTO EMPTY ROOMS UNATTENDED). NO EXCEPTIONS!

- ALL BIOLOGICAL PARENTS HAVE THE RIGHT TO PICK UP THEIR CHILDREN FROM THE CENTER. THE ONLY REASON THAT WE CAN WITHHOLD A CHILD FROM A PARENT IS IF THERE IS A COURT ORDER STATING THAT THE PARENT IS NOT ABLE TO HAVE CONTACT WITH THE CHILD.
- IF YOUR CHILD MISSES 5 CONSECUTIVE DAYS WITHOUT NOTIFICATION TO GVCDC OF WHAT THE ABSENCES ARE FOR, THIS WILL RESULT IN TERMINATION OF CHILDCARE AND A POSSIBLE BILL OR YOUR DEPOSIT NOT BEING RETURNED DEPENDING ON IF YOU ARE CCA OR PRIVATE PAY.
- AFTER YOU ARE GIVEN YOUR CLOCK IN/OUT CODE AND PASSWORD, YOU ARE TO USE THE TIMECLOCK EVERY DAY. PLEASE LET ANYONE PICKING UP YOUR CHILD KNOW TO USE THE TIMECLOCK OR SPEAK WITH A STAFF ABOUT USING TIMECLOCK.
- EACH PERSON WILL HAVE THEIR OWN PASSCODE TO CLOCK CHILDREN IN/OUT. CHILDREN MAY ONLY BE PICKED UP BY THOSE INDIVIDUALS YOU HAVE PREVIOUSLY AUTHORIZED IN HIS / HER PAPERWORK. (PHOTO IDENTIFICATION MAY BE REQUIRED IF STAFF DOES NOT RECOGNIZE THE PERSON PICKING UP.)

SIGNING IN YOUR CHILD IN AND OUT (CLASSROOM SYSTEM)

1. ALL CHILDREN WILL BE CLOCKED IN AND OUT MANUALLY BY STAFF ON ROLL CALL SHEET.
2. ROLL CALL SHEETS ARE KEPT ON CLIPBOARD, USED IN CLASS, PLAYGROUND AND FIELDTRIPS.
3. NAME TO FACE RECOGNITION WILL BE USED. TIME OF DROP OFF AND PICK UP WILL BE DOCUMENTED.
4. PERSONS DROPPING OFF AND PICKING UP WILL BE DOCUMENTED. (ID MAY BE REQUIRED TO PROVE IDENTIFICATION)
5. IF THE PROGRAM HAS NOT BEEN NOTIFIED BY THE GUARDIAN OF A CHILD'S ABSENCE OR TARDY, THE ON SITE SUPERVISOR OR DIRECTOR WILL CONTACT GUARDIAN WITHIN AN HOUR OF THE CHILD'S DROP OFF TIME.

VISITORS: ALL VISITORS MUST STOP IN THE OFFICE TO SIGN IN AND OUT WITH THE DIRECTOR.

1. A SIGN IN SHEET IS LOCATED IN THE DIRECTOR'S OFFICE
2. VISITORS MUST WRITE THEIR NAME, TIME IN/OUT, DATE OF VISIT, REASON FOR THEIR VISIT, AND CONTACT INFORMATION (EMAIL OR PHONE NUMBER).

STAFF WITH ENROLLED CHILD:

CLICK ON EMPLOYEE TO CLOCK YOURSELF IN

CLICK ON AUTHORIZED PICK UP TO CLOCK YOUR CHILD IN

SIGNING CHILD IN AND OUT (CLASSROOM SYSTEM)

1. ALL CHILDREN WILL BE CLOCKED IN AND OUT MANUALLY BY STAFF ON ROLL CALL SHEET.
2. ROLL CALL SHEETS ARE KEPT ON CLIPBOARD, USED IN CLASS, PLAYGROUND AND FIELDTRIPS.
3. NAME TO FACE RECOGNITION WILL BE USED.

4. TIME OF DROP OFF AND PICK UP WILL BE DOCUMENTED.
5. PERSONS DROPPING OFF AND PICKING UP WILL BE DOCUMENTED. (ID MAY BE REQUIRED TO PROVE IDENTIFICATION)

46. SICKNESS AND ACCIDENTS

IF YOUR CHILD HAS ANY OF THE FOLLOWING SYMPTOMS, THEY WILL NEED TO STAY HOME OR BE PICKED UP FROM DAYCARE.

1. TEMPERATURE OVER 101.1 (UNLESS ACCOMPANIED BY DOCTORS NOTE STATING THAT THEY ARE NOT CONTAGIOUS i.e., EAR INFECTION OR TEETHING...).

2. VOMITING

3. EXCESSIVE DIARRHEA (3 OR MORE LOOSE STOOLS WITHIN A 6 HOUR PERIOD UNLESS ACCOMPANIED BY DOCTORS NOTE SAYING THIS IS DUE TO A MEDICATION.

4. UNDIAGNOSED RASH

5. UNUSUAL DISCHARGE FROM THE EYES, EARS, OR NOSE.

6. IF YOUR CHILD HAS BEEN DIAGNOSED WITH SOMETHING CONTAGIOUS, PLEASE INFORM THE CENTER SO WE CAN POST A NOTICE TO INFORM THE OTHER PARENTS.

7. ILLNESS CAN BE PROBLEM IN DAYCARE, BUT THERE ARE MANY THINGS WE CAN DO TO REDUCE THE RISK OF EXPOSURE. A CLEAN ENVIRONMENT AND FREQUENT HANDWASHING ARE ESSENTIAL TO REDUCE THE SPREAD OF GERMS. WE PROMOTE HANDWASHING FOR CHILDREN AS WELL AS INSISTING ON FREQUENT HANDWASHING BY OUR STAFF.

8. IF YOUR CHILD HAS A COLD, PLEASE BRING A BOX OF TISSUES. IT MAY ALSO BE A GOOD IDEA TO MEDICATE YOUR CHILD SO SNEEZING AND COUGHING ISN'T NEEDLESSLY EXPOSING OTHER CHILDREN.

9. IF YOUR CHILD IS TRULY NOT FEELING UP TO PAR, IT IS A GOOD IDEA TO KEEP HIM OR HER HOME SO HE OR SHE CAN QUICKLY RECOVER.

10. IN THE EVENT OF AN ACCIDENT THAT IS SERIOUS, PARENTS WILL BE CONTACTED IMMEDIATELY SO THE PARENT OR SOMEONE CLOSE WITH THE CHILD IS PRESENT WHEN THEY HAVE TO HAVE MEDICAL TREATMENT.

47. MEDICATION

IF YOU'RE CHILD BRINGS MEDICATION:

1. MEDICATION MUST BE IN ITS ORIGINAL CONTAINER
2. PLACE MEDICATION IN A PLASTIC BAG LABELED WITH CHILD'S NAME ON THE OUTSIDE OF THE BAG.

3. MAKE SURE TO FILL OUT A MEDICATION SHEET. THESE ARE LOCATED IN EVERY ROOM ON THE PARENT BOARD. IF YOU DO NOT FILL OUT A SHEET, YOUR CHILD'S MEDICATION WILL NOT BE GIVEN.

ANY MEDICATION ADMINISTERED TO THE CHILD MUST HAVE GUARDIANS' PERMISSION, SOME REQUIRE A SEPARATE DOCTOR'S NOTE SUCH AS BABY POWDER.

4. IF YOUR CHILD'S MEDICATION IS A PRESCRIPTION, IT MUST BE ACCOMPANIED BY A DOCTOR'S ORDER WHICH MAY BE THE LABEL OR ON A SEPARATE SLIP OF PAPER. THE ORDER MUST INDICATE YOUR CHILD'S NAME, DOSE, AND FREQUENCY OF DOSAGE, DATE AND THE DURATION OF TREATMENT.

5. WE RESTRICT THE NUMBER OF DOSES THAT MAY BE GIVEN AT THE CENTER. IF THE ORDER IS FOR 4 TIMES PER DAY, THE CENTER MAY GIVE IT NO MORE THAN 2 TIMES A DAY. IF THE ORDER IS 3 TIMES, THE CENTER WILL MEDICATE NO MORE THAN ONCE. NORMALLY, WE WILL NOT GIVE ANY PRE-BREAKFAST MEDS BECAUSE THESE CAN BE GIVEN AT HOME. IF A MORNING MEDICATION MUST BE GIVEN WITH FOOD, WE WILL GIVE IT WITH A DOCTOR'S ORDER STATING IT MUST BE GIVEN WITH FOOD.

6. NON-PRESCRIPTION MEDICINES WILL NOT BE GIVEN MORE THAN THREE DAYS UNLESS IT IS ACCOMPANIED BY A DOCTOR'S ORDER.

48. BASIC FIRST AID

1. SURVEY THE SCENE TO MAKE SURE IT IS SAFE. YOU CANNOT HELP BY BECOMING A VICTIM YOURSELF.

2. STAY WITH THE VICTIM; INITIATE FIRST AID WITHIN SCOPE OF YOUR ABILITY.

3. DO NOT MOVE VICTIM IF YOU SUSPECT A NECK OR BACK INJURY.

4. CHECK FOR BREATHING

5. CHECK FOR PULSE

6. CONTROL BREATHING

7. CALL 911

8. BEGIN CPR IF NECESSARY

9. TREAT ALL BODY FLUIDS AS POTENTIAL INFECTIOUS.

UNIVERSAL BLOOD AND BODY FLUID PRECAUTIONS

1. CONSIDER ALL BODY FLUIDS TO BE INFECTIOUS. WHENEVER POSSIBLE, AVOID DIRECT CONTACT WITH BODY SECRETION BY WEARING LATEX/RUBBER/VINYL GLOVES. IF YOUR SKIN/MUCOUS MEMBRANE TOUCHES A BODY SECRETION, WASH WITH SOAPY WATER AS SOON AS POSSIBLE.

2. WHEN CLEANING UP A BLOOD SPILL:

A. WEAR GLOVES

B. WIPE THE AREA WITH A PAPER TOWEL

C. PLACE ALL BLOOD-SOAKED ARTICLES IN A SEALED PLASTIC BAG

D. WASH THE AREA WITH A SOLUTION OF BLEACH AND WATER (1 TO

1000)

E. REMOVE THE GLOVES BY TURNING THEM INSIDE OUT.

F. PUT THE GLOVES IN THE PLASTIC BAG AND SEAL IT.

3. WASH HANDS IMMEDIATELY AFTER REMOVING GLOVES.

4. DISPOSE OF WASTE, TAKE SEALED PLASTIC BAG TO THE DUMPSTER FOR PROPER DISPOSAL.

WHAT TO DO IF YOU ARE EXPOSED TO BLOOD

1. WASH THE AREA IMMEDIATELY WITH WARM, SOAPY WATER.
2. REPORT THE EXPOSURE TO THE OFFICE IMMEDIATELY.
3. COMPLETE AN EMPLOYEE INJURY REPORT.
4. RECEIVE FURTHER INSTRUCTIONS FOR FOLLOW UP EVALUATION AND CARE.

49. DENTAL EMERGENCY FIRST AID

IN THE EVENT OF ACCIDENT TO THE TONGUE, LIPS, CHEEK, OR TEETH

*ATTEMPT TO CALM THE CHILD. ALL INCIDENTS SHOULD BE HANDLED QUIETLY AND CALMLY; A PANICKED CHILD IS LIKELY TO CREATE PROBLEMS FOR TREATMENT AND MAY CAUSE FURTHER TRAUMA.

*CHECK FOR BLEEDING.

1. IF THE CHILD IS BLEEDING:

- * STOP THE BLEEDING BY APPLYING PRESSURE TO THE AREA
- * WASH THE AFFECTED AREA WITH CLEAN WATER
- * APPLY ICE FOR SWELLING

2. IF TOOTH IS FRACTURED, CHIPPED, BROKEN:

- * IF INJURED AREA IS DIRTY, CLEAN GENTLY.
- * CONTROL BLEEDING.
- * PLACE COLD COMPRESS ON THE FACE IN THE INJURED AREA TO LIMIT THE SWELLING.
- * PLACE TOOTH OR ANY FRAGMENTS IN CLEAN MILK FILLED CONTAINER. TRANSPORT IT ON ICE.
- * TAKE THE CHILD AND TOOTH TO A DENTIST FOR TREATMENT.

3. IF A TOOTH IS LOOSE IN AN ACCIDENT:

- * RINSE OUT CHILD'S MOUTH
- * DO NOT ATTEMPT TO MOVE TEETH OR JAW
- * TAKE CHILD TO A DENTIST IMMEDIATELY

4. IF INJURY TO TONGUE, CHEEK OR LIPS OCCURS:

- * RINSE AFFECTED AREA
- * APPLY ICE TO CONTROL SWELLING
- * BRING CHILD TO DENTIST OR PHYSICIAN IF BLEEDING CONTINUES OR WOUND IS LARGE.

5. IF TOOTH IS FRACTURED, CHIPPED, BROKEN:

- * IF INJURED AREA IS DIRTY, CLEAN IT GENTLY
- * CONTROL BLEEDING
- * PLACE COLD COMPRESS ON THE FACE IN THE INJURED AREA TO LIMIT SWELLING.
- * IF TOOTH IS KNOCKED OUT, RINSE TOOTH; DO NOT SCRUB IT. GENTLY INSERT INTO SOCKET SO TOP IS EVEN WITH ADJACENT TEETH IN OLDER CHILD. DO NOT TRANSPORT TOOTH DRY. CONSIDER USING SALIVA FOR SHORT TERM.
- * TAKE CHILD AND TOOTH TO DENTIST FOR TREATMENT.

* COMPLETE CHILD ACCIDENT FORM.

SAFE SLEEP AND SUPERVISION FOR INFANTS

(sudden infant death syndrome)

- ALL INFANTS 12 MONTHS AND UNDER SHALL BE PLACED ON THEIR BACKS (SUPINE POSITION) ON A FIRM MATTRESS WITH TIGHT FITTING SHEET FOR SLEEP IN A CRIB.
- INFANTS WHO CAN ROLL FROM BACK TO STOMACH AND FROM STOMACH TO BACK CAN BE ALLOWED TO REMAIN IN THE SLEEP POSITION THEY ASSUME AFTER FIRST BEING PLACED TO SLEEP ON THEIR BACK.
- WATERBEDS, SOFAS, SOFT MATTRESSES, PILLOWS, AND OTHER SOFT SURFACES SHALL BE PROHIBITED AS INFANT SLEEPING SURFACES.
- NOTHING SHALL BE PLACED IN CRIB WITH INFANT. ITEMS SUCH AS BLANKETS, BUMPER PADS, PILLOWS, COMFORTERS, SHEEPSKINS, STUFFED TOYS, AND OTHER SOFT PRODUCTS SHALL NOT BE PLACED IN THE CRIB.
- THE INFANTS HEAD WILL REMAIN UNCOVERED DURING SLEEP.
- ONE INFANT PER CRIB-EACH CRIB IS LABELED WITH CHILD'S NAME AND ABILITY AND BEDDING IS CHANGED WEEKLY OR AS NEEDED.
- INFANT WILL BE MOVED FROM PLACE OF SLEEP IMMEDIATELY AND PLACED ON THEIR BACK IN THEIR OWN CRIB.
- NO SWADDLING: ONLY AGE-APPROPRIATE SLEEP SACKS ALLOWED.
- ROOM TEMPERATURE SHOULD BE BETWEEN 68-72. STAFF WILL DO CONTINUOUS CHECKS ON SLEEPING INFANT FOR OVERHEATING.
- STAFF WILL CHECK ON CHILD EVERY 15 MINUTES WHILE SLEEPING TO PREVENT OVERHEATING OF THE CHILD.
- NO BIBS, HOODED SHIRTS OR CLOTHING WITH DRAWSTRINGS ARE ON THE CHILD.
- INFANT WILL BE REMOVED FROM INFANT CARRIER UPON ARRIVAL, CARRIER IS PLACED IN OFFICE UNTIL INFANT IS PICKED UP BY GUARDIAN.
- ACTIVE SUPERVISION DURING NAPTIME
 - INFANT TO TEACHER RATIO WILL BE MAINTAINED AT ALL TIMES.
 - ALL CHILDREN INCLUDING SLEEPING CHILDREN WILL BE COUNTED REGULARLY DURING NAPTIMES
 - STAFF WILL SUPERVISE INFANTS BY SIGHT AND SOUND AT ALL TIMES.
 - SLEEPING SPACE IS LIT WELL ENOUGH THAT STAFF CAN SEE INFANT'S FACE AND THE COLOR OF THEIR SKIN
 - STAFF WILL POSITION THEMSELVES TO ENSURE VISUAL SUPERVISION OF SLEEPING CHILDREN AT ALL TIMES.
- BEDDING IS WASHED WEEKLY OR AS NEEDED.
- INFANTS CAN USE PACIFIERS WITH PARENT PERMISSION WITH NOTHING ATTACHED. PACIFIER CLIPS ARE NOT ALLOWED.
- UNLESS THE CHILD HAS A NOTE FROM THE CHILD'S PRIMARY PHYSICIAN SPECIFYING OTHERWISE, ALL INFANTS SHALL BE PLACED IN THE SUPINE (BACK) POSITION FOR SLEEPING TO LOWER THE RISKS OF SUDDEN INFANT DEATH SYNDROME (SIDS) THE PRIMARY PHYSICIAN'S ORDER MUST INCLUDE THE FOLLOWING INFORMATION:

- MEDICAL DIAGNOSIS FOR WHY THE INFANT SHOULD SLEEP IN A POSITION OTHER THAN ON HIS OR HER BACK
- POSITION THE BABY SHOULD BE PLACED FOR SLEEP BASED ON THIS MEDICAL DIAGNOSIS
- DATE PRACTICE SHOULD BEGIN
- EXPIRATION DATE FOR THE ORDER
- PRIMARY PHYSICIAN SIGNATURE
- UNLESS THE CHILD'S PRIMARY PHYSICIAN SPECIFIES THE NEED FOR A POSITIONING DEVICE THAT RESTRICTS MOVEMENT (EX: INFANT WEDGE) WITHIN THE CHILD'S CRIB, SUCH DEVICES SHALL NOT BE USED.

THIS DOCUMENT IS OUR SAFE SLEEP POLICY AND IS INCLUDED IN HANDBOOKS INCLUDING THOSE FOR GUARDIANS, STAFF AND VOLUNTEERS, ON GVDC'S WEBSITE, AND IT IS PUBLISHED IN ANY SUCH MANNER AS DEEMED APPROPRIATE.

- FAMILIES WILL BE NOTIFIED OF POLICY DURING ORIENTATION AND ONGOING THROUGH GVDC SUPPORT AND RESOURCES.
- STAFF ARE TRAINED VIA NEW EMPLOYEE ORIENTATION (ESSENTIALS, PASSPORT TO EARLY EDUCATION, IN-HOUSE ORIENTATION AND CONTINUING EDUCATION).

*CRIB MANUFACTURER CERTIFICATE ON FILE IN OFFICE

50. EMERGENCY AND DISASTER PLANS:

ANNUAL STAFF TRAINING OF THESE PLANS ARE DONE IN JANUARY.

51. STRANGULATION PREVENTION

GRAND VIEW CHILD DEVELOPMENT CENTER STRIVES TO ELIMINATE POTENTIAL STRANGULATION HAZARDS TO KEEP ENROLLED CHILDREN SAFE. THIS INCLUDES THE FOLLOWING:

- STRING AND OR CORDS (I.E LACING ACTIVITY STRINGS LONG ENOUGH TO ENCIRCLE A CHILD'S NECK WILL ONLY BE USED BY CHILDREN OVER THE AGE OF THREE UNDER DIRECT SUPERVISION
- CLASSROOM WINDOW BLINDS DO NOT HAVE CORDS, LOOPED CORDS, OR TIED DOWN DEVICES TO HOLD CORDS TIGHT.
- DRAMATIC PLAY ITEMS WITH HANDLES/STRAPS WILL BE REMOVED OR SHORTENED. TIES, SCARVES, NECKLACES, BOAS FOR DRAMATIC PLAY WILL ONLY BE USED BY CHILDREN OVER THE AGE THREE UNDER DIRECT SUPERVISION.
- GRAND VIEW PROHIBITS THE USE OF PACIFIER CLIPS OR RIBBONS AND INFANT JEWELRY (teething beads) PIERCED EARS/EARRINGS ARE ALLOWED.
- GRAND VIEW WILL ASK GUARDIANS TO REMOVE HOOD AND NECK STRINGS FROM ALL CHILDREN'S CLOTHING.
- YOUNG CHILDREN WEARING JEWELRY MUST BE OF THE "BREAK- A- WAY VARIETY.
- GRAND VIEW CHILD DEVELOPMENT STAFF, VOLUNTEERS AND CHILDREN TO NOT USE LANYARDS IN ANY WAY.

REGARDING DISASTER PLANS:

BOMB THREAT:

WHEN GVDC IS NOTIFIED OF A BOMB LOCATED IN THE BUILDING, THE FOLLOWING STEPS WILL BE TAKEN TO ENSURE EACH CHILD'S SAFETY:

1. THE CONDITIONS UNDER WHICH EVERYONE IN THE BUILDING WILL BE NOTIFIED:

THE ADMINISTRATOR THROUGH WORD OF MOUTH WILL NOTIFY EVERYONE IN THE BUILDING.

2. WHERE THE CHILDREN WILL BE EVACUATED TO:

THE CHILDREN WILL BE EVACUATED TO BRUBAKER ELEMENTARY SCHOOL LOCATED AT 2900 E. 42ND ST. PHONE NUMBER IS 242-8405.

3. HOW ATTENDANCE WILL BE TAKEN:

EACH TEACHER HAS AN EMERGENCY FILE AND ATTENDANCE SHEET WITH EVERY STUDENT'S NAME AND EMERGENCY INFORMATION SUCH AS, WHO TO NOTIFY IN CASE OF EMERGENCY, DOCTOR'S PHONE NUMBERS, ALLERGIC REACTIONS, ETC. ATTENDANCE WILL BE TAKEN ONCE THE BUILDING HAS BEEN EVACUATED. THIS WILL ENSURE THAT NO ONE HAD BEEN LEFT BEHIND. IT WILL BE TAKEN AGAIN UPON REACHING OUR DESTINATION AND AGAIN THROUGHOUT OUR STAY.

4. WHEN AND HOW THE PARENTS WILL BE NOTIFIED:

EACH TEACHER HAS A FILE WITH EACH CHILD'S EMERGENCY INFORMATION. UPON REACHING OUR DESTINATION, EACH PARENT OR GUARDIAN WILL BE NOTIFIED. A COPY OF THIS INFORMATION WILL BE ON FILE AT OUR DESTINATION.

5. WE WILL RETURN TO THE BUILDING ONLY IF WE ARE NOTIFIED BY THE POLICE THAT IT IS SAFE FOR EVERYONE TO RETURN. ATTENDANCE WILL BE REPEATED UPON RETURNING.

BLIZZARD:

WHEN GVDC IS NOTIFIED EITHER THROUGH THE POLICE OR SOCIAL MEDIA THAT A BLIZZARD IS EVIDENT, THE FOLLOWING STEPS WILL BE TAKEN TO ENSURE EACH CHILD'S SAFETY:

1. THE CONDITIONS UNDER WHICH EVERYONE IN THE BUILDING WILL BE NOTIFIED: THE OSS OR DIRECTOR THROUGH WORD OF MOUTH WILL NOTIFY ALL STAFF IN THE BUILDING.

2. WHERE THE CHILDREN WILL BE EVACUATED TO: THE CHILDREN WILL REMAIN IN THE BUILDING IN THEIR INDIVIDUAL CLASSROOMS. IN THE EVENT THE ELECTRICITY FAILS, THE CHILDREN WILL BE COMBINED IN ONE LARGE ROOM.

3. HOW ATTENDANCE WILL BE TAKEN: ATTENDANCE WILL BE TAKEN THROUGHOUT THE BLIZZARD TO ENSURE EACH CHILD IS SAFE.

4. WHEN AND HOW THE PARENTS WILL BE NOTIFIED: THE PARENTS WILL NOT BE NOTIFIED UNLESS CONDITIONS REQUIRE THE CENTER TO CLOSE, WITHOUT ELECTRICITY FOR OVER AN HOUR OR THERE IS AN EMERGENCY.

POWER FAILURE:

ALL STAFF WILL WORK AS USUAL, UNLESS THE FAILURE IS FOR A PROLONGED PERIOD IN THE WINTER MONTHS, WHEN HEAT IS NECESSARY. IF HEAT IS NECESSARY DURING OUR POWER OUTAGE, THE STAFF WILL HAVE THE CHILDREN WEAR THEIR COATS AND GATHER ALL BLANKETS TO USE AS NECESSARY. THE DIRECTOR WILL FIND THE CLOSEST SAFE LOCATION WITH POWER TO EVACUATE TO, ONLY IF OUTAGE IS PROLONGED AND ALL CHILDREN CANNOT BE PICKED UP BY AN AUTHORIZED ADULT. THE DIRECTOR AND ANY AVAILABLE STAFF WILL CONTACT PARENTS LETTING THEM KNOW THAT THE CENTER IS NOT ABLE TO OPERATE WITHOUT HEAT AND IF WE EVACUATE WHERE WE WILL BE LOCATED.

INTOXICATED PARENT:

IF A PARENT OR OTHER PERSON ENTERS THE BUILDING TO PICK UP A CHILD THAT APPEARS TO BE INTOXICATED: IF PERSON IS OPERATING MOTOR VEHICLE.

1. ONE STAFF PERSON IS TO TALK WITH THE INTOXICATED PERSON AND TRY TO KEEP THEM AT THE CENTER.
2. ANOTHER STAFF PERSON IS TO CALL THE POLICE AND LET THEM KNOW OF THE SITUATION WITH A DISCRIPTION OF THE VEHICLE, THE INTOXICATED PERSON IS DRIVING AND LICENSE PLATE NUMBER.
3. THE STAFF PERSON TALKING WITH THE INTOXICATED PERSON NEEDS TO TRY TO REASON WITH THEM LETTING THEM KNOW THAT YOU ARE NOT O.K. WITH LETTING THE CHILD GO WITH THEM, IN THE CONDITION THEY ARE IN.
4. IF THE POLICE ARRIVE, THEY WILL HANDLE THE SITUATION.

EARTHQUAKE:

ALTHOUGH GVCDC IS NOT IN AN EARTHQUAKE PRONE AREA, THE DISASTER PLAN IS AS FOLLOWS:

WHEN GVCDC IS NOTIFIED OF AN EARTHQUAKE EITHER BY BEING WARNED OR EXPERIENCING IT, THE FOLLOWING STEPS WILL BE TAKEN TO ENSURE EACH CHILD'S SAFETY.

1. THE CONDITIONS UNDER WHICH EVERYONE IN THE BUILDING WILL BE NOTIFIED: ALL STAFF WILL BE NOTIFIED BY WORD OF MOUTH FROM THE DIRECTOR OR OSS, OR BY EXPERIENCING THE EARTHQUAKE.
2. WHERE THE CHILDREN WILL BE EVACUATED TO: THE CHILDREN WILL BE DIRECTED TO THE SCHOOL AGE ROOM. IN THE SCHOOL AGE ROOM, THEY WILL SIT EITHER ON THEIR KNEES OR INDIAN STYLE FACING THE WALL AND PLACING THEIR LACED HANDS OVER THEIR HEADS. THIS WILL BE A SMALL PROTECTION FROM FALLING DEBRIS.
3. HOW ATTENDANCE WILL BE TAKEN: ATTENDANCE WILL BE TAKEN BY CALLING ROLE AND MARKING IT OFF ON THE ATTENDANCE SHEET.
4. WHEN AND HOW THE PARENTS WILL BE CONTACTED: EACH TEACHER WILL NOTIFY PARENTS WHEN THE CONDITIONS ARE SAFE TO DO SO. WE WILL BE USING THE EMERGENCY INFORMATION FROM YOUR EMERGENCY FILE.
5. IF YOU ARE OUTDOORS, STAY THERE. MOVE AWAY FROM BUILDINGS, STREET LIGHTS AND UTILITY WIRES.

FLOOD:

ALTHOUGH GVDC IS NOT IN A FLOOD PRONE AREA, THE DISASTER PLAN IS AS FOLLOWS:

WHEN GVDC IS NOTIFIED EITHER THROUGH THE POLICE OR SOCIAL MEDIA THAT FLOODING IS EVIDENT, THE FOLLOWING STEPS WILL BE TAKEN TO ENSURE EACH CHILD'S SAFETY:

1. THE CONDITION UNDER WHICH EVERYONE IN THE BUILDING WILL BE NOTIFIED: THE OSS OR DIRECTOR THROUGH WORD OF MOUTH WILL NOTIFY ALL STAFF.
2. WHERE THE CHILDREN WILL BE EVACUATED TO: THE CHILDREN WILL BE EVACUATED TO BRUBAKER ELEMENTARY SCHOOL, LOCATED AT 2900 E 42ND STREET PHONE 242-8405.
3. HOW ATTENDANCE WILL BE TAKEN: EACH TEACHER WILL BRING THEIR ATTENDANCE SHEET AND EMERGENCY INFORMATION. ATTENDANCE WILL BE TAKEN AFTER EVACUATING THE BUILDING AND AGAIN WHEN WE ARRIVE AT OUR DESTINATION AND AGAIN THROUGHOUT OUR STAY.
4. WHEN AND HOW THE PARENTS WILL BE NOTIFIED: EACH TEACHER WILL BE RESPONSIBLE FOR CONTACTING EACH PARENT AT THE PHONE NUMBERS FOUND IN EACH CHILD'S EMERGENCY FILE.

TERRORIST:

AFTER ASSESSING THE SITUATION AND SCENARIO, WE WILL THEN DECIDE THE BEST COURSE OF ACTION TO TAKE. SOME OF THE POSSIBLE SCENARIOS ARE AS FOLLOWS:

1. THE CONDITIONS UNDER WHICH EVERYONE IN THE BUILDING WILL BE NOTIFIED:
 - *WORD OF MOUTH THROUGH THE OSS OR DIRECTOR
 - *FIRE ALARM PULLED - THIS WILL ALERT STAFF TO NOTIFY THE FIRE STATION AND OTHER EMERGENCY VEHICLES THAT SOMETHING IS WRONG. THIS WILL ALSO RESULT IN THE CHILDREN AND STAFF EVACUATING THE BUILDING IN LESS THAN 4 MINUTES.
2. WHERE THE CHILDREN WILL BE EVACUATED TO: THIS WILL DEPEND ON THE SITUATION. IF VEHICLE KEYS ARE AVAILABLE, WE WILL LOAD UP THE CHILDREN AND TAKE THEM TO BRUBAKER SCHOOL, LOCATED AT 2900 E. 42ND ST, PHONE 242-8405. IF THE FIRE ALARM IS PULLED AND THE CHILDREN HAVE EVACUATED THE BUILDING, THE TEACHERS WILL TAKE THEM, AS A GROUP, AS FAR FROM THE BUILDING AS IS SAFELY POSSIBLE AND CALL THE POLICE. IF NO ONE CAN LEAVE THE BUILDING, THE TEACHERS WILL NOT ALARM THE CHILDREN BUT CONTINUE WITH THE DAILY ROUTINE AS MUCH AS POSSIBLE. DO A HEAD COUNT AND ROLL CALL TO ENSURE ALL CHILDREN ARE ACCOUNTED FOR.
3. HOW ATTENDANCE WILL BE TAKEN: THE TEACHERS WILL BRING EMERGENCY INFORMATION AND ATTENDANCE SHEETS FROM THEIR CLASSROOMS. EACH TEACHER WILL DO A HEAD COUNT AND ROLL CALL TO ENSURE NO ONE HAD BEEN LEFT BEHIND, ON THE WAY TO THE DESTINATION, UPON ARRIVAL AND DURATION OF STAY.

4. WHEN AND HOW THE PARENTS WILL BE NOTIFIED: DEPENDING ON THE ACTUAL SCENARIO, THE TEACHERS WILL USE THE EMERGENCY FILES AND CALL EACH PARENT OR GUARDIAN UPON REACHING A SAFE DESTINATION.

TORNADO SHELTER PLAN:

IN THE EVENT OF A TORNADO, THE ON SITE SUPERVISOR OR DIRECTOR WILL ALERT ALL STAFF AND CHILDREN TO GO TO THE CENTER OF THE BUILDING FOR SHELTER FROM THE TORNADO. THE TEACHERS WILL BE RESPONSIBLE FOR CHECKING THEIR ATTENDANCE AND ENSURING THAT ALL THEIR STUDENTS ARE IN THE CENTER OF THE BUILDING. THE TEACHERS ARE TO KEEP THE CHILDREN IN THE CENTER OF THE BUILDING UNTIL THE ON SITE SUPERVISOR/DIRECTOR HAS INFORMED STAFF THAT CONDITIONS ARE SAFE TO RETURN TO THEIR CLASSROOMS. MONTHLY DRILLS ARE DONE TO ENSURE THAT ALL STAFF AND CHILDREN ARE AWARE OF WHAT THEY ARE TO DO IN CASE OF A TORNADO.

FIRE ESCAPE PLAN:

IN THE EVENT OF A FIRE OUR ALARM WILL AUTOMATICALLY SOUND OR SOMEONE WILL ACTIVATE THE PULL STATION TO ALERT ALL CHILDREN AND STAFF TO EVACUATE. THIS WILL ALSO SUMMON THE FIRE DEPARTMENT. ALL ESCAPE ROUTES ARE POSTED IN EACH CLASSROOM BY THE EXIT DOORS. ALL CHILDREN AND STAFF WILL EXIT THE BUILDING FROM THE MOST ACCESSIBLE DOOR AND MEET IN THE PARKING LOT FOR ROLL CALL. THE TEACHERS IN EACH CLASS WILL BE RESPONSIBLE FOR BRINGING THEIR ATTENDANCE SHEET FOR ROLL CALL. EACH TEACHER AND THE ON SITE SUPERVISOR/DIRECTOR WILL TAKE ROLL. THE SUPERVISOR WILL BE RESPONSIBLE FOR CHECKING THE BUILDING TO ENSURE THAT NO STAFF OR CHILDREN WERE OVERLOOKED. MONTHLY DRILLS ARE DONE TO ENSURE THAT ALL STAFF AND CHILDREN ARE AWARE OF WHAT THEY ARE TO DO IN CASE OF A FIRE.

LOST, ABDUCTED OR MISSING CHILD: SEARCH EACH AREA THAT A CHILD CAN POTENTIALLY HIDE, AS WELL AS OUTDOOR AREAS OF THE FACILITY. DOUBLE CHECK WITH OTHER STAFF IN CASE THE CHILD IS IN ANOTHER LOCATION (I.E., THE CHILD WAS PICKED UP BY A GUARDIAN).

IF YOU HAVE SEARCHED ALL POTENTIAL HIDING SPOTS AND OUTDOOR SPACES AND THE CHILD WAS NOT FOUND, BEGIN LOCKDOWN PROCEDURES.

- ALL EXITS ARE LOCKED AND MONITORED BY STAFF.
- NO ONE IS LET IN OR OUT OF THE CHILD CARE FACILITY.
- CALL 911. (LAW ENFORCEMENT) TELL THEM WHERE THE CHILD WAS LAST SEEN.
- BE PREPARED TO PROVIDE THE FOLLOWING INFORMATION ABOUT THE CHILD:
 - CHILD'S NAME,
 - AGE
 - HEIGHT
 - WEIGHT
 - DATE OF BIRTH
 - HAIR COLOR
- CHILD'S CLOTHING THAT HE/SHE WAS WEARING THAT DAY, ALONG WITH ANY OTHER IDENTIFYING FEATURES

- THE TIME AT WHICH THE CHILD WAS NOTICED MISSING
- IF CHILD ABDUCTION IS SUSPECTED, WERE THERE ANY SUSPICIOUS VEHICLES AND/OR PERSONS AROUND THE CHILD CARE CENTER?
- CALL THE CHILD'S GUARDIAN AND TELL THEM THAT THE CHILD IS MISSING AND WHERE HE/SHE WAS LAST SEEN.
- WHILE WAITING FOR LAW ENFORCEMENT, CONTINUE TO SEARCH FOR THE MISSING CHILD. LOOK IN EVERY CABINET, CLOSET AND OTHER LOCATIONS WHERE A CHILD MIGHT HIDE.
- ONCE LAW ENFORCEMENT ARRIVES, PROVIDE NEEDED INFORMATION
- HHS (HEALTH AND HUMAN SERVICES) CHILD ABUSE HOTLINE WILL BE CONTACTED AND WILL BE INFORMED OF WHERE THE CHILD WAS LAST SEEN.
- COMPLETION OF INCIDENT REPORT BY DIRECTOR.

LOST, ABDUCTED, OR MISSING CHILD: OFF SITE:

- SEARCH AREA WHERE CHILD CAN POTENTIALLY HIDE.
- DOUBLE CHECK WITH OTHER STAFF TO MAKE SURE CHILD IS NOT IN ANOTHER LOCATION.
- IF POSSIBLE, CHECK WITH MANAGEMENT OF THE FIELDTRIP LOCATION (I.E MOVIE THEATER MANAGER OR POOL SUPERVISER.)

IF YOU HAVE SEARCHED ALL POTENTIAL HIDING SPOTS AND THE CHILD WAS NOT FOUND:

- NO ONE IS LET IN OR OUT OF THE AREA.
- CALL 911. (LAW ENFORCEMENT) TELL THEM WHERE THE CHILD WAS LAST SEEN.
- BE PREPARED TO PROVIDE THE FOLLOWING INFORMATION ABOUT THE CHILD:
 - CHILD'S NAME,
 - AGE
 - HEIGHT
 - WEIGHT
 - DATE OF BIRTH
 - HAIR COLOR
- CHILD'S CLOTHING THAT HE/SHE WAS WEARING THAT DAY, ALONG WITH ANY OTHER IDENTIFYING FEATURES
- THE TIME AT WHICH THE CHILD WAS NOTICED MISSING
- IF CHILD ABDUCTION IS SUSPECTED, WERE THERE ANY SUSPICIOUS VEHICLES AND/OR PERSONS AROUND THE CHILD CARE CENTER?
- CALL THE CHILD'S GUARDIAN AND TELL THEM THAT THE CHILD IS MISSING AND WHERE HE/SHE WAS LAST SEEN.
- WHILE WAITING FOR LAW ENFORCEMENT, CONTINUE TO SEARCH FOR THE MISSING CHILD. LOOK IN EVERY CABINET, CLOSET AND OTHER LOCATIONS WHERE A CHILD MIGHT HIDE.
- ONCE LAW ENFORCEMENT ARRIVES, PROVIDE NEEDED INFORMATION
- HHS (HEALTH AND HUMAN SERVICES) CHILD ABUSE HOTLINE WILL BE

CONTACTED AND WILL BE INFORMED OF WHERE THE CHILD WAS LAST SEEN.

- COMPLETION OF INCIDENT REPORT BY DIRECTOR

PREVENTION:

GVDC IS A SECURED FACILITY. PERSONS MUST USE PASSCODE GIVEN BY DIRECTOR TO GAIN ENTRANCE AT FRONT DOOR. DOORS ARE EXIT ONLY FOR FIRE SAFETY.

GVDC HAS A FENCED IN PLAYGROUND.

RATIOS ALWAYS FOLLOWED- 1 ABOVE RATIO FOR FIELDTRIPS.

VISITORS MUST REPORT TO OFFICE TO SIGN IN AND OUT.

ALL UNKNOWN PERSONS WILL BE REQUIRED TO SHOW ID FOR VERIFICATION.

NAME TO FACE RECOGNITION (ROLL CALL) IS TAKEN SEVERAL TIMES DURING THE DAY.

- LEAVING CLASSROOM, RETURNING TO CLASSROOM, MEAL TIMES,
- FIELDTRIPS AND SCHOOL TRANSPORTATION (SCHOOL AGE ONLY)
- FIRE AND TORNADO DRILLS (PRACTICED MONTHLY)

FIELDTRIPS

- NAME TO FACE RECOGNITION
- POSITION OF STAFF -ONE STAFF MEMBER IN FRONT OF GROUP OF CHILDREN AND ONE STAFF BEHIND GROUP OF CHILDREN. CHILDREN ALWAYS IN MIDDLE.
- SILICONE BRACELETS OF ONE COLOR AND WITH GRAND VIEW NAME IS WORN BY ALL CHILDREN AND STAFF WHILE ON FIELDTRIPS.

SEX OFFENDER REGISTRY

PLEASE ACCESS THE FOLLOWING WEBSITE: WWW.IOWASEXOFFENDERS.COM FOR A COMPLETE LISTING OF SEX OFFENDERS.

CHEMICAL SPILL:

WHEN GVDC IS NOTIFIED EITHER THROUGH THE POLICE OR SOCIAL MEDIA THAT A CHEMICAL SPILL IS EVIDENT IN OUR AREA, THE FOLLOWING STEPS WILL BE TAKEN TO ENSURE EACH CHILD'S SAFETY:

1. THE CONDITIONS UNDER WHICH EVERYONE IN THE BUILDING WILL BE NOTIFIED: THE ON SITE SUPERVISOR OR DIRECTOR THROUGH WORD OF MOUTH WILL NOTIFY ALL STAFF IN THE BUILDING.
2. WHERE THE CHILDREN WILL BE EVACUATED TO: BRUBAKER ELEM. SCHOOL, LOCATED AT 2900 E. 42ND ST, PHONE NUMBER 242-8405.
3. HOW ATTENDANCE WILL BE TAKEN: EACH TEACHER WILL BRING THEIR ATTENDANCE SHEETS AND EMERGENCY INFORMATION FROM THEIR CLASSROOMS. ATTENDANCE WILL BE TAKEN ONCE THE BUILDING IS EVACUATED, UPON ARRIVAL AND THROUGHOUT OUR STAY AT OUR DESTINATION.
4. WHEN AND HOW PARENTS WILL BE NOTIFIED: EACH PARENT WILL BE NOTIFIED BY PHONE, INFORMATION FROM THE EMERGENCY FILES.

GLOSSARY OF TERMS

ACCESSIBLE - MATERIALS, FURNISHINGS AND EQUIPMENT CAN BE TAKEN OFF SHELVES BY CHILDREN AND USED INDEPENDENTLY DURING CHOICE TIME.

CHOICE TIME – A PERIOD OF TIME IN WHICH CHILDREN ARE FREE TO CHOOSE THE INTEREST AREA, MATERIALS, AND PLAYMATES THEY DESIRE.

COLLECTIBLE - A COLLECTION OF SIMILAR OBJECTS (e.g., KEYS, BUTTONS, BOTTLE CAPS) THAT CAN BE PUT TOGETHER IN A VARIETY OF UNSPECIFIED WAYS.

COMMERCIAL DISPLAYS - POSTER OR BULLETIN BOARD DECORATIONS DEVELOPED BY PROFESSIONALS.

E.G. - FOR EXAMPLE. THESE ARE SUGGESTIONS ONLY.

EARTH AND THE ENVIRONMENT - THE STUDY OF NATURE AND THE WORLD IN WHICH WE LIVE. IT ALSO INVOLVES HOW WE TAKE CARE OF OUR ENVIRONMENT. FOR PRESCHOOL, THE STUDY OF THE EARTH IS REFERRING TO THE EARTH'S SURFACES IN THEIR IMMEDIATE WORLD (SAND, DIRT, ROCKS, AND WATER) RATHER THAN A STUDY OF THE SOLAR SYSTEM.

FULL-DAY - SIX OR MORE HOURS PER DAY.

INTEREST AREAS - ACTIVITY AREAS IN THE CLASSROOM, OFTEN REFERRED TO AS "CENTERS".

INVESTIGATE - FIRSTHAND INVESTIGATION ACTIVITIES MAY INCLUDE: MAKING OBSERVATIONS, CREATING EXPERIMENTS, CONDUCTING INTERVIEWS, MANIPULATING OBJECTS, POSING QUESTIONS, AND HAVING DISCUSSIONS.

LABEL - PICTURE/WORD LABELS ARE USED IN A PURPOSEFUL WAY TO HELP ORGANIZE THE ENVIRONMENT.

LIFE SCIENCES - THE STUDY OF LIVING THINGS, INCLUDING PLANTS, ANIMALS, AND THE HUMAN BODY.

MOST - MORE THAN A MAJORITY.

NONSTEREOTYPICAL - MATERIALS AND DISPLAYS THAT DO NOT GENERALIZE ABOUT A PARTICULAR GROUP, RACE, OR SEX.

NARRATIVE - STORYBOOKS.

OPEN-ENDED TOY - TOYS WITH NO RIGHT OR WRONG WAY TO BE USED.

ORIGINAL - ARTWORK IN WHICH THE CHILD DECIDES WHAT TO CREATE AND HOW TO CREATE IT.

PART-DAY - LESS THAN 6 HOURS PER DAY.

PHONOLOGICAL AWARENESS - HEARING AND UNDERSTANDING THE DIFFERENT SOUNDS OF SPOKEN LANGUAGE. THIS INCLUDES THE DIFFERENT WAYS ORAL

LANGUAGE CAN BE BROKEN DOWN INTO INDIVIDUAL PARTS, FOR INSTANCE, SEPARATE SYLLABLES AND SOUNDS.

PHYSICAL SCIENCE - THE STUDY OF THE PHYSICAL PROPERTIES OF MATERIALS AND OBJECTS.

PREDICTABLE BOOKS - BOOKS THAT ENCOURAGE CHILDREN TO JOIN IN A STORY, REPEATING A PHRASE OR REFRAIN. THESE BOOKS HAVE THE FOLLOWING CHARACTERISTICS: REPETITION, RHYMING, AND REFRAINS; CUMULATIVE TEXT; AND ILLUSTRATIONS THAT EXACTLY MATCH THE TEXT.

SELF-CORRECTING TOYS - TOYS WITH PIECES THAT FIT TOGETHER IN ONE SPECIFIC WAY, E.G., A PUZZLE OR SHAPE SORTER.

SOFTNESS - A VARIETY OF FURNITURE OR OBJECTS THAT MAKE THE AREA COZY AND INVITING, ARE COMFORTABLE, AND FEEL GENTLE TO THE TOUCH.

SPACES AND GEOGRAPHY - GEOGRAPHIC THINKING BEGINS WITH UNDERSTANDING SPACE, BECOMING AWARE OF THE CHARACTERISTICS OF THE PLACES YOU LIVE, AND THINKING ABOUT THE PLACE'S LOCATION IN RELATION TO OTHER PLACES. PRESCHOOL CHILDREN LEARN ABOUT THE VARIOUS EARTH SURFACES - ROCKS, DIRT, AND WATER. THEY LEARN PRE-MAPPING SKILLS AS THEY EXPLORE DIRECTIONALITY (e.g., FORWARD, BACKWARD, UP, DOWN, AROUND) AS WELL AS LOCATION (e.g., HOW TO GET TO THE BATHROOM, PLAYGROUND, OR CARPOOL LINE).

STUDY - AN IN-DEPTH INVESTIGATION OF A TOPIC THAT IS BASED ON THE INTEREST OF CHILDREN. A KEY FEATURE OF A STUDY IS THAT CHILDREN RESEARCH ANSWERS TO THEIR QUESTIONS ABOUT THE TOPIC. ACTIVITIES RELATED TO A STUDY ARE FOCUSED ON GAINING A DEEPER UNDERSTANDING ABOUT THE TOPIC, RATHER THAN BEING "CUTE ACTIVITIES." A STUDY MAY ALSO BE REFERRED TO AS "THE PROJECT APPROACH".

TEACHER - AN ADULT WHO'S PRIMARY RESPONSIBILITY IS WORKING WITH THE CHILDREN IN THE CLASSROOM ON AN ONGOING BASIS.

TRANSITION - THE TIME WHEN CHILDREN MOVE FROM ONE ACTIVITY OR ROUTINE TO ANOTHER.

UNIT BLOCKS - HARDWOOD BLOCKS MADE TO PRECISE MEASUREMENTS. ALL OTHER BLOCKS RELATE TO THE SIZE OF THE SINGLE UNIT.

VARIETY - THREE OR MORE.