

WELCOME TO
GRAND VIEW CHILD
DEVELOPMENT
CENTER, INC.

PARENT
HANDBOOK

GVDC 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 GVDC:

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 Information and Policies

1. All guardians must visit the center before care begins.
2. The center is open from 6:15 am to 5:30 pm. If your child is not picked up by 5:30pm you will be charged \$1.00 a minute per child.
*This is payable to Grand View Child Development Center. If your child is clocked in before 6:15am you will be charged \$1.00 a minute.

****NO DROP-IN CARE ***NO PART TIME CARE****

3. The center is closed on all major holidays:

New Year's Day	Memorial Day	WEEK of July 4th
Labor Day	Thanksgiving Day	Black Friday
WEEK of Christmas		

***Center could close for training events such as
Fall or Spring training Institute.**

- If a holiday falls on a Saturday, we will be closed that previous Friday. If a holiday falls on a Sunday, then we will be closed that following Monday.
- All the above holidays are paid by all clients. These holidays will be counted as a DHS (state) absence. Families will not be charged for the non-holiday days during the winter and summer closures. You will only be billed for the HOLIDAY Day.
- Depending what day, the holiday falls on the center could be closed the day before or after, it will be upon the director's discretion and ample notice will be given to families.

4. In the event that there are weather conditions that are questionable for travel: Please follow Grand View Child Development on Facebook for any weather-related delays or closings. These days will be counted as absences and all families will be required to pay full tuition for these days. WE DO NOT FOLLOW DMPS OR SEP FOR DELAYS OR CLOSURES. All efforts to remain open will be made.

5. 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.

6. 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.

- 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

7. **Conferences** will be held two times per year in the spring and fall. Guardians will have the option to sign up for conferences or your child's teacher will assign you a time and date. These conferences are to inform you about your child's improvements, help that may be available, and what you can expect when your child transitions to the next room. Your child's teacher gives you updates daily but these conferences are for the long term of your child's daycare life.

8. **List of Supplies: if GVCDC must supply items families will be charged a fee.**

- Infants:
 - Diapers (.50/diaper if daycare used)
 - Formula/breast milk (if we do not supply your infant's brand of formula)
 - Baby wipes (2.50/pkg if daycare used)
 - Changes of clothes
 - Bottles (if you use a specific brand)
 - Diaper cream, teething necessities
- Toddlers/2's:
 - Beach towel or blanket
 - Diapers or pull-ups (.50 diaper-.75 pull up)
 - Baby wipes (\$2.50/pkg)
 - 2 changes of clothes- Please mark all supplies and clothing with your child's name.
 - play shoes (optional)
- 3's/Preschool:
 - Backpack or durable book bag
 - Towel or blanket
 - Changes of clothes- please mark all supplies and clothing with your child's name. Play shoes are optional.
 - Please see supply list in enrollment packet

PLEASE BE SURE YOUR CHILD COMES WITH BASIC NECESSITIES: SUCH AS WINTER COATS, SWIMWEAR, ETC AS NEEDED.

9. 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.

- Emergency contact forms will be updated every fall or as needed to ensure that the necessary information is readily available at all times.
- Legal authorities may be contacted for children left at the Center for more than one hour after closing time if we are unable to contact you or the responsible parties you have given permission to pick up your child(ren).

10. Staff will be trained on procedures for safety and supervision (including indoors/outdoors). 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.). Staff will account for all children with a name -to-face recognition.

11. Teachers are trained via new employee orientation (Essentials, Passport to Early Education, in-house orientation, and continuing education).

12. Family board: A family board must be hung in each room. It must contain the following information:

Lesson plan

Classroom schedule

Disaster plans

Weekly news letter

Must contain:

What you did the present week

What you will be doing the next week

Menu

Fire escape routes (posted by door)

Tornado escape routes (posted by door)

Medication Sheets and Attendance sheets available up on request.

13.Photos of children: A guardian may only take photos of their own child. No other children will be allowed to be in the photo, please be aware of children in the background if taking photos at Grand View Child Dev. Center. A permission form must be on file for each child, giving GVCDC permission or declining permission to take photos of children in our care.

Tuition and Enrollment

Tuition as of July 8th 2024

The following rates are based on, up to 10 hours a day, any care over 10 hours would be a minimum of \$6.00 up to an hour, per child:

- * Infants & Toddlers (0-36 mo.)-\$256.60
- * Pre-K (3-5 yrs.)-\$202.50
- * Full day in school/ages kindergarten-12 yrs. - \$85.50
- * No school weeks- \$171.00 (This includes field trips.)

If you are paying multiple weeks at a time, such as every two weeks, you must pay a onetime deposit for each week.

DHS FUNDED FAMILIES HAVE A SET OF GUIDELINES THEY MUST FOLLOW: Please read contract in enrollment packet.

- Must comply with notice of decision as decided by DHS (according to the information provided by guardian)
- If there is a co-pay (must pay a deposit 1 time upon first day of enrollment) co-pay is due same as tuition.
- DHS will only pay for 4 absences a month (includes holidays) Any absences over 4 will be the responsibility of the parent/guardian. (Unless DHS states otherwise)
- Families will be given a 30-day notice of tuition increase prior to increase taking place.

Tuition is due on Fridays. Tuition is still payable whether your child is present at the center or not. (Example- your child has been sick Monday-Friday and you have kept them home. On Friday full tuition is due just like normal). You pay for childcare but also pay for the reservation of the spot in that particular classroom. ***IF YOU GET BEHIND ON YOUR BILL-TALK TO THE DIRECTOR TO WORK OUT PAYMENT PLAN TO PREVENT TERMINATION OF CARE.**

Custody Orders: Until custody has been established by a court action, one parent may not limit the other from picking up a child in our care. The center must be

notified immediately of any changes in custody orders. Certified custody orders must be given to the center director.

Special Needs Children

Grand View Child Development Center defines a child as being a "special needs" child enrolled in our child care program according to the following criteria:

- The child has shown signs of or has been diagnosed by a physician to have a disability that substantially limits one or more major life activities.
- The child requires professional treatment.
- The child requires assistance in self-care.
- The child requires special adaptive equipment.
- The child requires extra staff to be present.
- The child has shown signs of or has been diagnosed mentally handicap
- The child has shown signs of or has been diagnosed to have a psychiatric condition that impairs the child's mental, intellectual, or social functioning.

While we are not a 'special needs' center, we will make every effort to provide an environment that is able to meet the individual needs of all our children regardless of limited disabilities (following ADA rules). Each child will be evaluated as to whether we can provide him/her with an adequate environment to meet his/her needs. We will seek out guardian support in accessing any resources to help identify possible needs and supports.

All children will be included in all activities to support their social skills and self-esteem as well as help all children and families become understanding and accepting of differences. Meeting each child's needs is our center's goal, seeking to provide quality care for each unique individual. This will be accomplished in partnership with parents and possibly outside supports.

As needed, we will support staff in any training necessary (and available) to help children meet their needs.

- All enrollment forms must be filled out completely and returned, with deposit, to the center by the first day of care. This includes health and vaccination forms (the vaccination form must be the actual immunization card and signed by the physician this is required by the state licensing consultant). **Your deposit is a guarantee that your child has a spot;**

deposits are refundable if you give a 2 week notice upon withdrawing your child.

- Paperwork required is as follows:
- Physical
- Immunization Card
- Pick up form with phone numbers and last 4 digits of SS#
- Dental and medical emergency release forms
- Travel and activity release
- Contract with guardian signatures & social security numbers
- Medication information (if necessary)
- All CACFP forms

14. Vacation:

Due to our low tuition rates, (based on state paid rates) we are not able to offer our private family any "vacation" days/weeks. Families will be charged regular weekly tuition. This holds your child's daycare enrollment spot.

15. In the event a guardian changes jobs or addresses, the center must be informed immediately, or new forms must be filled out (telephone numbers, addresses, doctor, etc.). We need to be able to contact the guardians at all times in the event of an emergency.

16. Center's Right to Refuse Admission:

- Non-payment may be cause for discharge. All payments are due on Friday; if payment is not received by 9am on the following Monday you will be denied care until payment is made.
- Lack of staff to maintain appropriate staff to child ratios as determined by State Licensing Regulations.
- The need to maintain compliance with Licensing Regulations.
- Staff deem the child too ill to attend.
- Child has special needs that we cannot adequately meet with our current staffing patterns.
- Failure to maintain accurate up to date records.
- Failure to complete and return required documentation in a timely manner.
- Unruly behavior may also be grounds for discharge. Your child will receive 3 chances to correct their behavior. After the 3rd chance

the director may ask the guardian not to return because of their behavior.

- Inappropriate behavior by the guardian can also be grounds for termination of care. The center will not tolerate any of our staff or children to be degraded by a guardian. All people entering the center are expected to behave in a respectful manner. No profanity, yelling or inappropriate behaviors will be tolerated and may be cause for termination of care.
- Domestic Situations that present a safety risk to the child, staff, or other children enrolled at GVCDC if the child were to be present at the center.

Parents will not be reimbursed tuition for days when their child is refused admission to the program.

17. Arrival and Departure Procedure:

- **All children must be in attendance by 9 am**, unless otherwise noted (**guardians must call the center if they are going to be late BEFORE 9 AM**), for an occasional appointment. Our program is set up so that children can fully benefit from the experiences and activities starting at 9 am. Coming in later disrupts not only your child but also the whole group; you will be reminded one time after that you will not be allowed to leave your child that day. Children will not be accepted after 11:00am for any reason.
- At your arrival to the center, please accompany your child to his/her classroom and let the teacher know that you have arrived and give any last-minute instructions.
- Guardians must accompany their child at all times during pick up, this includes picking up from outside also. Please go to classroom with child and check cubby for all child's belongings and notes.
- We enforce strict caution concerning the release of any child to anyone other than the guardian. Unless you have given the office the name of all persons authorized to pick up your child (ren), your child (ren) will not be released from our care. Our computer system has allowed us to tighten our security to protect your child (ren) and ours. Even if a familiar face enters the center don't be surprised if they are still asked for identification. The procedure is as follows:
 - If we are not aware of whom you are, we will ask for your name.
 - We will then check the pickup form to see if the person is indeed on the pickup form.

- We will then check a photo ID to see if the person is indeed who they claim to be.
- If at any time the task is failed, the child will not be released until we can secure permission from the guardian. If a guardian cannot be reached, we will contact the person listed to call in the case of an emergency. If nothing else can be decided, the decision of release will be made at the discretion of the present supervisor.
Please Note: we greatly appreciate a phone call or the communication that someone other than you will be picking up your child.
- Please notify the center if your school age child/ren will NOT need daycare transportation for that day.

18. Signing your 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 family.
- 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.)

19. Signing child in and out (CLASSROOM HANDWRITTEN 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)

20. Visitors: All visitors must stop in the office to sign in and out with the director.

- A sign in sheet is located in the director's office
- Visitors must write their name, time in/out, date of visit, reason for their visit, and contact information (email or phone number).

Transportation and Field Trips:

21. Transportation Policies:

When transporting children to school:

1. School age children will be signed out when leaving for school by a staff member and signed in upon arriving from school.
2. A staff member with approval by the director will transport up to 15 children at a time.
3. All students will be required to wear a seat belt while being transported or in a car seat if under 40 pounds.
4. If a child is required to be transported in a car seat, the parent/guardian will provide a car seat in good condition (i.e. no broken parts, working order, recall up to date, etc.)

5. An extra staff member (above ratio) will be present on all field trips with over 4 children.

- Due to liability, the only time a child will be transported by a staff member is for a daycare related event.
- When transporting children to field trips:

6. Attendance will be taken

- before leaving the center
- At our destination
- Several times during our trip (at least every 30 minutes).
- In the van before returning to the center.

7. A staff member with director approval will operate the van to and from field trips. One staff member above ratio will be on all field trips.

8. Seat belt and car seat policy is same as above.

9. When transporting in the case of a medical emergency:

- staff person with director approval 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.

10. All staff and children will be required to wear seat belts or be in car seats while being transported.

11. 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 Brubaker Elementary School.
- Attendance will be taken again at Brubaker Elementary.

22. Field Trip Policies

If we have a field trip planned as part of our program:

- 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.
- 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.

- Procedures will be reviewed with staff and children on supervision upon leaving the center for field trips and transportation of children.

23. Supervision Policy:

- Staff will be trained on procedures for safety and supervision through Passport to ECE and ongoing training. (including indoors/outdoors).
- 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.).
 - Set up environment-clutter free, well lit, low shelves
 - Position Staff-to see and hear all children in their care
 - Scan and Count-always know where and what child is doing
 - Listen-specific sounds maybe cause for concern
 - Anticipate children's behavior-know child's interests and skills
 - Engage and redirect-help children solve problems and develop solutions.
- Staff will account for all children with a name-to-face recognition
 - Arrival-staff greet children and families, acknowledging them into the program.
 - Meal Times-staff sit with kids during family style meals.
 - Transitions
 - Outside Time
 - Departure-staff greet parents, report any daily news, and acknowledge children are leaving care.
 - 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.

24. Water Play and Bodies of Water:

- If going on field trips, all children and staff may be asked to wear a certain color or silicone bracelets identifying them as GVCDC children.
- 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.

- Bodies of Water-Children are NEVER around bodies of water. (i.e. ponds, pools, lakes, rivers, etc.)

25. Discipline Policy:

- Corporal punishment including spanking, shaking, and slapping is prohibited.
- Punishment, which is humiliating or frightening, is prohibited.
- 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.
- Subjecting a child to verbal abuse, threats or derogatory remarks about the child's family are prohibited.
- Any professionally prescribed treatment plan for a severely handicapped child is recorded in the child's record.
- 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.
- Notice of this policy shall be communicated to staff prior to employment, staff meetings, and ongoing staff PD, etc.
- Notice of this policy shall be communicated to families during orientation and ongoing through child's enrollment as needed.
- It shall 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:
 1. You cannot hurt anyone
 2. You cannot hurt yourself
 3. 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 is 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.

- **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 *GVCDC* 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 and including suspension, expulsion, or termination.

Corrective Action GVCDC 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 GVCDC. It shall be included in handbooks including those for guardians, staff and volunteers, On GVCDC'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.

Policies and Procedures Regarding Biting

- We understand that biting is unfortunately not unexpected when children are in group care. We are always upset when children are bitten in our program, and we recognize how upsetting biting is for guardians. While we feel that biting is never the right thing for children to do, so we have plans in place to help take care of and prevent biting.
- Procedure to follow when dealing with a 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 be shown the mark and tears of the other child.
 - After every bite the child will be given a teething ring and told to bite the ring and not another child. Eventually this will be conditioned into the child.
 - The teacher will fill out an incident report which will include the situation in which the biting occurred, the time and date of each incident, 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:
 - Will be removed from the situation
 - All attention will be on the child bitten; the child that bit will wait
 - Will be consoled through being held, facial expressions 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 bandage.
- The parent will be called by request only.
- The teacher will fill out an accident report which will include the situation in which the biting occurred, the time and date of each accident, first aid attention given to the child, and if we tried to contact the parents. The parents will receive information on biting.
- The staff has been instructed to deal with the situation, on advice from the doctor, in the following manner:
 - A child has just been 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 until a later time. They are there as an observer.
 - Then all attention is turned on the child that was bitten. The wound should be cleansed, and the child should be held and rocked.
 - Only when the bitten child has calmed down and returned to play should 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 who bit a teething ring and explain that biting children hurts them but biting the ring is okay.

Using this procedure will teach the child that biting does not result in attention. The bitten child will receive all the positive attention.

Nutrition

- **Food from home and CACFP**

All meals at GVCDC are nutritionally balanced by milk, meat, bread, fruit, and vegetables. All snacks consist of at least 2 of the required components.

These are in conjunction with the Child Adult Care Food Program (CACFP)

and state recommended guidelines and as such there are no additional fees for any snacks/meals.

Breakfast is served from 8:30-9:00 am

Lunch is served at 11:30 am

Snack is served at 2:30-3:00pm

All infants are served on demand with no exceptions. Infants are also included in this program and *GV*CDC provides formula with iron, rice, and oatmeal cereals along with single ingredient baby food. Breast feeding is also welcome at this center.

- Whole milk for all children less than 2 years of age and skim milk for all children 2 and older.
- Exceptions or substitutions for the meal patterns are allowed only with the following:
- Signed medical statement on file from a medical professional stating diagnosis and foods to be substituted. We will then speak to parents/guardians to determine how to best handle the situation.
- Real cups, plates, bowls, forks, and spoons will be used.
- The children will be encouraged to taste all different items during each meal period but will not be forced to eat.

Food brought from home for any other reason is NOT ALLOWED and against CACFP recommendations. Outside food will be thrown away or put in child's cubby.

Exceptions include party days, and special occasions/events (your child's teacher will advise you of these dates and times). School age children are allowed under the CACFP guidelines to bring their own lunches as healthy as possible and limit sugar and sweets.

- **No candy or gum is allowed** unless for special occasion, then consult your child's teacher.

Health and Safety

- **Phoning Families:**
Guardians are only to be called or messaged in the state of emergency, fever, or communicable disease. All other phone calls or messages need to be approved

in writing by the guardian or approved by the OSS or director. This decision will be made by the discretion of the administrator unless the guardian specifies in writing with the teachers. This protects the center from liability. Guardians may choose to participate in the messaging app.-teachers may use tablet to have contact with guardians throughout the day.

- Due to our 9am policy, GVCDC will contact the child's guardian @ 9:05am, if the center has not received communication from the guardian about the child's absence.

- **Health Policies: ALL HEALTH POLICIES SUBJECT TO CHANGE IN ACCORDANCE WITH DHS, IDPH & CDC.**
 - 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: also, a form will be signed by person picking up child stating the child must be symptom free for 24hrs before returning to daycare.
 - Diarrhea (3 loose stools in the day)
 - Fever (100.4 Call Home) 101.1 (send home) within the last 24 hours- with signs of illness, or general discomfort when not due to teething or ea. Follow instructions per thermometer, if using underarm add a degree, if using rectal subtract a degree, if using temporal do nothing.
 - Illness that prevents the child from comfortably participating in program activities or resulting in a greater need for care that the staff can provide without compromising the health and safety of other children.
 - Severe constant cough
 - Pink eye (Conjunctivitis)
 - Unexplained rashes
 - Head Lice (LIVE). Children will be allowed to return when they are examined by the classroom teacher and found to be free of lice or their eggs. GVCDC reserves the right to require evidence of medication if necessary.
 - Mouth sores, unless the child's physician or local health department authority states that the child is noninfectious.

- Vomiting
 - Any and all other communicable diseases until a physician's orders clear the child for daycare.
 - Illnesses do not always follow guidelines- when your child is truly not feeling well try and keep them home, the less children are exposed to illness the less absences for everyone involved.
 - Guardians will be contacted immediately in the case of illness or serious injury.
 - Guardians 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 child's file.
 - Guardians 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 guardians 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 fluid 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. Guardians provide sufficient information and authorization to meet the medical and dental emergencies of the children.
- **Asthma Management Policy**
 - When a child has been diagnosed with asthma, reactive airway disease (RAD), and/or uses a nebulizer or inhaler and attends our facility we require the following:

- Written instructions regarding how to avoid the conditions that are known to trigger asthma symptoms for the child;
- Treatment for the child's asthma in the child care center;
- Names, doses, and method of administration of any medications, e.g. inhalers, the child should receive for an acute episode and for ongoing prevention;
- When the next update of the Asthma Action Plan is due.

Asthma action plan will be in child's file as well as the classroom and taken on all outings- medication needs to be kept at the center at all times and medication sheets must be filled out to administer medication to the child by facility staff. The center maintains a Nebulizer for treatment of asthma, guardians are required to bring and leave at the center the child's own tubing, face mask or mouth piece and labeled medication. Your administering physician will provide you will duplicate sets of these items if you request them for child care use, if they will not, please immediately inform the office so we can assist in getting these items for you. If your child has other special instructions regarding his/her asthma be sure this is added to your child's action plan by your physician.

- **Vaccination and health reports** must be updated yearly for all children under school age. Vaccinations must be current and in line with the requirements of the health department.
- **Screenings for Children**-During the enrollment of your child(ren) at GVCDC we may conduct the following screenings on your child: Hearing, Vision, Dental, and Developmental Screenings. These screenings will be done annually in the center. You will sign form giving or not giving permission for screenings.
- **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 (including vehicles). The second-hand smoke can put children at risk especially those with respiratory conditions.
 - Staff will be prohibited to wear clothes that smells of smoke
 - Smoking is to be limited to lunch break unless otherwise okayed by the director.
- **Sexual Abuse and Molestation Policy:**

Grand View Child Development Center absolutely prohibits and will not tolerate sexual abuse in the workplace. GVCDC provides procedures for employees and volunteers to report sexual abuse and disciplinary penalties for those who commit such acts. In the event of an incident, GVCDC will cooperate with law enforcement to identify and apprehend the person responsible for the occurrence. GVCDC has a zero-tolerance policy for any sexual abuse committed by an employee, volunteer, or third party. Following any report of potential sexual abuse, GVCDC will initiate an appropriate investigation. Upon completion of the investigation, disciplinary action up to and including termination of employment, and/or criminal prosecution may ensue, as the same may be warranted.

- **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
- No smoking or vaping is allowed within the facility, the vehicles or on the playground.
- 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 must have a valid driver's license and be on daycare 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, and intoxicated parents, lost or abducted children, power failures, bomb threats, chemical spills, earthquakes, and blizzards. These plans include transportation arrangements.
- The center provides written incident/accident reports to guardians 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 guardian.

- **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
 - Shredded tire is added annually and as needed to fall zone specifications.
 - Shredded tire is raked daily by the director or onsite supervisor 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 as needed. If the OSS is unable to remedy the hazard immediately, the director will ensure that any hazards are remedied 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.

- **Sickness and accidents**

- If your child has any of the following symptoms, they will need to stay home or be picked up from daycare:
 - Fever (100.4 Call Home) 101.1 (send home) within the last 24 hours- with signs of illness, or general discomfort when not due to teething or ea. Follow instructions per thermometer, if using underarm add a degree, if using rectal subtract a degree, if using temporal do nothing.
 - Vomiting
 - Excessive diarrhea (3 or more loose stools within a 6-hour period. Unless accompanied by a doctor's note stating this is due to a medication).

Medication to induce or restrict bowel movements may not be given by GVCDC staff, even with a doctor's note. Guardian will be called to pick child up in cases where child/staff is in bathroom majority of day. You may be asked to keep child home for duration of medicine.

- Unusual discharge from the eyes, ears, or nose.
- If your child has been diagnosed with something contagious, please inform the center so we can post a notice to inform the other guardians.
- There are many things we can do to reduce the risk of exposure. A clean environment and frequent hand washing are essential to reduce the spread of germs. We promote hand washing for children as well as insisting on frequent hand washing by our staff.

- 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.
- In the event of an accident that is serious or illness, parents will be contacted immediately.

- **Medication**

- If your child brings medication:
 - Medication must be in its original container
 - Place medication in a plastic bag labeled with child's name.
 - Make sure to fill out a medication sheet. These are located in every room. If you do not fill out a sheet, your child's medication will not be given. Each day all medication administered will be documented on this sheet.
 - 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 sheet of paper. The order must indicate your child's name, dose, and frequency of dosage, date, and the duration of treatment.
 - 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 no more than 2 times a day. If the order is 3 times a day, 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.
 - Non-prescription medicines will not be given more than three days unless it is accompanied by a doctor's order.
 - All medication is kept in the office or designated area.

- **Naptime:**

Naptime is from after lunch until 2:30 pm. The children are allowed to have a soft nap buddy, blanket, and pillow. Children will be required to lay down for a half an hour then they will be allowed to get up and sit quietly at the table. Teachers will have something planned for the children to do.

- **Safe Sleep and Supervision for Infants (SIDS)**

- 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 shall 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.
- 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 GV CDC'S website, and shall be published in any such manner as deemed appropriate.
- Families will be notified of policy during orientation and ongoing through GV CDC 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

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 tie 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 of 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 parents 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 do NOT use lanyards in any way.
- **Basic first aid/ medical emergency**

- Survey the scene to make sure it is safe. You cannot help by becoming a victim yourself.
- Stay with the victim; initiate first aid within scope of your ability.
- Do not move the victim if you suspect a neck or back injury.
- Check for breathing
- Check for pulse
- Call 911
- Begin CPR, if necessary
- Treat all bodily fluids as potential infections.

Universal Blood and Bodily Fluids Precautions

- Consider all bodily fluids (including breast milk) to be infectious. Whenever possible, avoid direct contact with bodily secretions by wearing latex/rubber/vinyl gloves. If your skin/mucous membrane touches a bodily secretion, wash with soapy water as soon as possible.
- When cleaning up a blood spill:
 - Wear gloves
 - Wipe the area with a paper towel
 - Place all blood-soaked articles in a sealed plastic bag
 - Wash the area with a solution of bleach and water (1 to 1000)
 - Remove the gloves by turning them inside out
 - Put the gloves in the plastic bag and seal it.
 - Wash hands immediately after removing gloves. Dispose of waste, take sealed plastic bag to the office for proper disposal.
- What to do if you are exposed to blood:
 - Wash the area immediately with warm, soapy water
 - Report the exposure to the office immediately
 - Complete an employee injury report
 - Receive further instructions for follow up evaluation and care.

We are now required by Licensing to obtain each child's individual Pediatrician information during the enrollment process. If you choose to leave this section of the forms blank, we are now required to fill it in for you. In doing so, we will automatically list the following: MercyOne Medical Center 515-247-3121

- **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
- If the child is bleeding:
 - Stop bleeding by applying pressure to area
 - Wash affected area with clean water
 - Apply ice for swelling
- 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 swelling
 - Take child and tooth to a dentist for treatment.
- If a tooth is loosened in an accident:
 - Rinse out child's mouth;
 - Do not attempt to move teeth or jaw;
 - Take child to a dentist immediately
- 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.
- 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
- Contact Director:
 - Complete child accident report form

We are now required by Licensing to obtain each child's individual Dentist information during the enrollment process. If you choose to leave this section of the forms blank, we are now required to fill it in for you. In doing so, we will automatically list the following: Ocean Dental Clinic 515-264-9022

Curriculum and Development

Curriculum

General Strategies

- Talk with children about their work to extend thinking and build vocabulary.
- Ask open-ended questions that help children explain, predict, and apply knowledge to solve a problem, evaluate, or consider consequences.
- Make suggestions to extend children's play ideas offer props or participate in play when a child appears to need some support and guidance.
- Adapt instruction to include all children

Literacy

- 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.
- Engage children in retelling a story using puppets, flannel board figures, or props.
- Draw children's attention to the sounds of language through playful songs, stories, rhymes, and chants to help develop phonological awareness.
- Draw children's attention to concepts of print and books.
- Draw children's attention to letters and words.
- Talk with children throughout the day, modeling correct grammar, introducing new vocabulary, and asking questions to encourage children to express their ideas in words.
- Write with children and encourage children to write

Mathematics

- Actively introduce mathematical ideas in planned, purposeful ways.
- Encourage children to connect mathematical ideas to everyday experiences.
- Encourage children to communicate and represent their mathematical thinking.
- Interact with children to support their understanding of number concepts.
- Interact with children to support their understanding of patterns.
- Interact with children to support their understanding of geometry and spatial sense.

- Interact with children to promote their understanding of measurement.
- Interact with children to promote their understanding of data collection, organization, and representation.
- **Science**
 - Encourage children to use scientific process skills.
 - Provide opportunities for children to actively investigate the Life Sciences.
 - Provide opportunities to explore Physical Science.
 - Provide opportunities for learning about the Earth and the Environment.
- **The Arts**
 - Provide opportunities for children to explore the visual arts spontaneously.
 - Provide opportunities for children to explore music spontaneously.
 - Provide opportunities for children to engage in drama spontaneously.
 - Provide opportunities for children to dance spontaneously.
- **Technology**
 - Integrate technology into daily learning experiences
 - Show children how to use technology and tools and select the right tool to get a job done.
- **Studies**
 - Offer opportunities for children to actively investigate a topic over time.
 - Select topics that are more concrete than abstract and involve many firsthand, direct experiences with real objects that children can manipulate.
 - Select topics that are related to children's interests and prior experiences.
 - Use studies as a way of addressing literacy and math skills.
- **Assessment**
 - Observation and Documentation
 - Have a management system in place for collecting observational data and work samples for each child.
 - Write observation notes about each child that are objective and factual.

- Write observation notes weekly about each child.
- Collect samples of children's work to document children's progress and include supporting notes.
- Date observation notes and work samples.
- Analyzing and evaluating children's progress
 - Analyze each piece of documentation by writing the relevant Creative Curriculum objectives on the observation note and work sample.
 - Make preliminary ratings between checkpoints using the individual child profile and/or the class summary worksheet.
 - 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.
- Planning for individuals and groups
 - Show evidence that they summarize each child's progress
 - Have a schedule for meeting with families 2 times a year to share information, setting goals for the next few months, and identify next steps for school and home.

Use assessment data to write the weekly plan for the whole class, small groups, and individual children.

- **Purpose of planned activities**

- **Art:** Art is to be done 5 days a week during choice time or occasionally as a group project. It may or may not be associated with the class theme for the week.
 - Art helps children with:
 - awareness
 - creativity
 - exploring media
 - language development
 - relaxation
 - self-expression
 - sense of color and design
 - small motor control
- **Circle Time:** Circle time is an essential part of the day. Circle time should be done after breakfast and should signal the start of the day. The children should be assembled in a group. A welcome song, songs the

children love to sing, a new song to be sung on a monthly basis, recitation (colors, number, letters, guessing games, textures, etc.), introduction of weekly theme and transition to the next activity. Circle time should be a comfortable and exciting time and kept short, so the children keep interest

• Circle time helps children with:

- language skills
 - acquaintance with symbols
 - comprehension
 - conversation
 - listening
 - memory
 - reading visual discrimination
 - writing
-
- **Centers:** Centers are another name for developmental toys. The toys should be split up and categorized (such as blocks, housekeeping, etc.). Children are to change centers as their interests' changes, supervision and teacher interaction is key for problem solving along with encouraging safe and respectful play.
 - Centers help children with:
 - small group play
 - conversation
 - manipulative
 - pretend play
 - individual play
 - creativity
 - listening
 - role play
-
- **Listening and Reading:** Listening and reading is a quiet time that has many purposes. Ways that this may be done: children reading silently, have the children read out loud, teacher reads to children, listen to tapes, play a listening game (Simon Says) Listen to a story during naptime, etc. It is also a good choice time activity.
-
- **Group Play:** Group play is where the class does an activity as a group. This can be a game, art project, reading activity etc.

- Group play helps children with
 - cooperative play
 - problem solving
 - working together
 - creative play
 - role play
 - taking turns
 - sharing

- **Baking and Science:** Baking and science activities will be done once a week at minimum. This would fall under the group play activity. Baking does not necessarily mean using the stove. Science does not have to be an experiment (nature walk).

- **Dramatic Play:** Dramatic play is a pretend playtime. This gives the children a chance to change roles. An example of dramatic play would be housekeeping, store, a beach scene, etc. These are very simple to accommodate. The teacher will place props in a designated area. Do not tell the children how to play with the props. The teacher will let the children be creative and create the scenario.
 - Dramatic play helps the children with:
 - imagination
 - creative play
 - role play
 - cooperative play
 - group decision making
 - interaction
 - language development
 - self-concept
 - spontaneous discussion

- **Manipulation and Coordination:** Manipulative and coordination are an important part of the day. This helps develop muscular growth and eye/hand coordination along with other coordination. Many things can be used as manipulative. There are two types of manipulative development (large and small). Large motor development includes running, bouncing a ball, jumping, outdoor play, etc. - things that help large muscle

development. Small motor development includes coloring, play dough, sand play, silly putty, string beads, puzzles, etc.

- Manipulative and coordination help children with:
 - assembling
 - construction
 - creativity
 - patterning
 - part to whole
 - problem solving
 - role play
 - small motor control

- **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.

44. Staff and Program Information

- Our employees are certified in CPR, first aid, mandatory child abuse reporter training, Universal Precautions, and Essentials, receive 10 hours of additional training first year and at least 6 hours every year after in order to be employed at the center. Their training is in the following categories: Development, discipline and guidance, health, safety, appropriate practices, ethics, communication skills, professionalism, and teamwork. All staff is required to attend New Staff Orientation through Iowa State University and complete Essentials training.

- Our teachers are required to have a set schedule for their class. The schedule must include: art, circle time, centers, listening and reading, group play, baking and science, dramatic play, manipulatives and coordination and music.

45. Family Involvement

- Greet family members personally each day or have a system in place for weekly communication if children arrive in groups.
- Use daily contacts to update each other on the child and to coordinate plans and approaches.
- Orient families to the program in a language understandable to each family
- Involve families in the program.
- Conferences or home visits are held to share information, discuss the child's progress, and plan what each will do to support the child's learning.

46. **Art:** Every room is to be displaying the children's current artwork. Old artwork needs to be taken down. Art needs to be saved for child files/conferences.

47. Ratio

- Ratios are as follows:
 - Infants: 1 teacher to every 4 children
 - Toddlers: 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

There are exceptions to these basic ratios as stated in Iowa Licensing Standards and Procedures.

If school is dismissed or cancelled unexpectedly our ratios may be exceeded temporarily.

Center Policy and Program

48. Restroom Policy:

Children are not to be left unattended in the restroom. Older children may go into restroom alone, teacher needs to be close by for assistance as needed. A teacher must accompany the children of any age if they need to come inside to use restroom

49. Toothbrush Policy:

Each child's toothbrush is to be stored in their class holder. Toothpaste and brush will be provided by GVCDC. Children must never use any toothbrush

that is not their own. Children need to use child safe toothpaste that can be swallowed.

50. Diaper Changing Policy

- **Get Organized:**
 - Before you bring the child to the diaper changing area. Gather what you need: fresh diaper, wipes, gloves, cream, and plastic bag. Take all materials out of their containers and put containers away.
- **Avoid contact with soiled items, and always keep a hand on the child.**
 - 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.
- **Clean the child's diaper area**
 - Unfasten the diaper but leave the soiled 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.
- **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 child
 - Remove the gloves and put them directly into the trash can
 - Wipe your hands with a disposable wipe
- **Put on a clean diaper**
 - Slide the diaper under the child.
 - Adjust and fasten.
- **Clean the child's hands using 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.
- **Clean the disinfected diapering area**

- Clean any visible soil from the changing table
- Disinfect the table by spraying it so you wet the entire surface with a disinfecting solution.
- Wash your hands and record on the child's daily sheet
 - Use soap and running warm water
 - Use a paper towel to turn off the water
 - Use hand lotion to keep your hands from becoming dry and chapped

Record on daily sheet what was in the diaper and any problems.

We understand that as part of the diaper-changing process, you may request that we use baby powder. However, it is Grand View Child Dev. Center policy not to use baby powder. While using baby powder, it can get into the baby's lungs, causing swelling and irritation, and could lead to breathing problems. It can also cause an inflammatory reaction in some children when exposed to the broken skin of a diaper rash. (Diaper creams or gels are acceptable)

51. Toys from Home Policy

1. There is a general **No Toys from Home** policy. There is the exception of nap buddies, blankets, etc. Check with your classroom teachers if you have any questions. Some exceptions are made for special occasions and days.
- In the event personal belongings (toys, clothes, electronics, etc.) are brought from home, Grand View Child Development is **NOT** responsible for lost, broken, or misplaced items.
 - If your child brings in a toy, the teacher may ask that you take the toy with you and not allow it to be a disturbance at daycare.
 - **No toys associated with fighting** (this includes real or toy guns, knives, weapons, or movies about fighting of any kind).

52. Home Pets and Classroom Pets Policy:

- Animals kept on site will 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.
- Documentation of current vaccinations will be available for all animals on site as needed.
- No ferrets, reptiles, including turtles, or birds shall be kept on site.
- Pets will not be allowed in kitchen or food preparation areas.

- If hatching baby chickens and ducks are brought into the child care environment for science, access by children to these animals should be restricted.
- Parents are aware of the presence of any pets in the center and obtain a statement from the parent if access to a pet should be denied.
- Animals' cages should not be kept near the kitchen or a food preparation area, nor should animals be out of their cages at mealtimes.
- Staff and children must wash their hands after handling animals.
- Cages must be cleaned regularly. Children should not have exposure to animal waste.

53. **Parking Policy**

Please be aware of the handicap parking and school van parking spots. Please let the office know if you are having issues with parking as we can have staff park on the street or to the side of the building.

Emergency Plans

54. **Emergency and Disaster Plans:**

For Grand View Child Development Center

(Annual Staff Training of these are done in January)

Regarding disaster plans for flood, blizzard, earthquake, and terrorist attack, advised by:

AJ Mumm (Coordinator)

1907 Carpenter Avenue

Des Moines, Iowa 50314

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:

- The conditions under which everyone in the building notified:
 - The administrator through word of mouth will notify everyone in the building
- Where the children will be evacuated to:
 - The children will be evacuated to Brubaker Elementary School, 2900 E. 42nd St. Phone- 515-242-8405.
- 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 building has been evacuated. This will ensure that no one has been left behind. It will be taken again upon reaching our destination and again throughout our stay.

- When and how the families 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.
- 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 up on returning.

Blizzard: When *GVDC* is notified either through the police or radio that a blizzard is evident, the following steps will be taken to ensure each child's safety:

- The conditions under which everyone in the building will be notified: the administrator or director through word of mouth will notify all staff in the building.
- 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.
- How attendance will be taken: Attendance will be taken throughout the blizzard to insure each child is safe.
- When and how the families will be notified: The families will not be notified unless conditions require the center to close, without electricity for over an hour or there is an emergency.

Power failure: When *GVDC* experiences a power failure the following steps will be taken to ensure each child's safety:

1. 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 families letting

them know that the center is not able to operate without heat and if we evacuate where we will be located.

2. All staff will work as usual, unless the failure is for a prolonged period in the summer months, when air conditioning is necessary. If air conditioning is necessary during a power outage, we will use the *Child Care Weather Watch Chart* to determine if we will remain open.

3. In the case that the center cannot open or closes early due to weather we will contact parents on the phone. Closings and delays will also be posted on our Facebook page.

Intoxicated parent: If a parent or other person enters the building to pick up a child that appears to be intoxicated:

- One staff person is to talk with the intoxicated person and try to keep them at the center letting them know that we are not comfortable sending the child with them.
- Another staff person is to call the police if the person leaves with the child and is the driver and let them know of the situation with a description of the vehicle the intoxicated person is driving and license plate number.
- The staff person talking with the intoxicated person needs to try to reason with them letting them know that you are not okay with letting the child go with them, in the condition they are in.
- 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.
 - The conditions under which everyone in the building will be notified: all staff will be notified by word of mouth from the director or administrator, or by experiencing the earthquake.
 - Where the children will be evacuated to: The children will be directed to the dragonflies' room. If you are outdoors, stay there. Move away from buildings, street lights, and utility wires. In the dragonflies' room, they will sit either on their knees or cross-legged facing the wall and placing their laced hands over their heads. This will be a small protection from falling debris.

- How attendance will be taken: Attendance will be taken by calling role and marking it off on the attendance sheet.
- When and how the families will be contacted: Each teacher will notify families when the conditions are safe to do so. We will be using the emergency information from your emergency file.
- If you are outdoors, stay there. Move away from buildings, street lights, and utility wires.

Flood: Although GVCDC is not in a flood prone area, the disaster plan is as follows:

- When GVCDC is notified either through the police or radio that flooding is evident, the following steps will be taken to ensure each child's safety:
 - The condition under which everyone in the building will be notified: the administrator or director through word of mouth will notify all staff.
 - The children will be evacuated to Brubaker Elementary School, 2900 E. 42nd St. Phone- 515-242-8405.
 - How attendance will be taken: Each teacher will bring their attendance sheet and emergency information. Attendance will be taken after evacuating the building throughout our stay.
 - 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/Intruder in Center: 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:

- The conditions under which everyone in the building will be notified:
 - Word of mouth through the OSS or director
 - Fire alarm pulled- this will immediately notify the first station and other emergency vehicles that something is wrong. This will also result in the children and staff to evacuate the building in less than 4 minutes.
 - 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 Elementary School, 2900 E. 42nd St. Phone- 515-242-8405. 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. Teachers will do a head count, and roll call to insure all children are present.
- 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 insure no one has been left behind, on the way to the destination upon arrival and duration of stay.
 - When and how guardians 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 onsite supervisor will alert all staff and children to go to the hallway for shelter from the tornado. The teachers will be responsible for checking their attendance and ensuring that all their students are in the school age classroom. The teachers are to keep the children in the room until the onsite supervisor 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 assessable 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 onsite supervisor 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 parent).

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 supervisor.)

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:

GVCDC is a secured facility. Persons must use passcode given by director to gain entrance at front door. Doors are exit only for fire safety.

GVCDC 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 GVCDC is notified either through the police or radio that a chemical spill is evident in our area, the following steps will be taken to ensure each child's safety:

- The conditions under which everyone in the building will be notified: the administrator or director, through word of mouth, will notify all staff in the building.
- Where the children will be evacuated to: Brubaker Elementary, 2900 E. 42nd St. Phone- 515-242-8405.
- How attendance will be taken:
 - Each teacher will bring their attendance sheets and emergency information from their classroom attendance will be taken once the building is evacuated, upon arrival and throughout our stay at our destination.
- When and how families will be notified: each guardian will be notified by phone, information from the emergency files will be used.

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 non-stereotypic 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 accommodate 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. All 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. All 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. All 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, curtain rods).
5. Provide a variety of collectibles (e.g., keys, bottle caps, and buttons).
6. Provide a variety of cooperative games (e.g., lotto, alphabet bingo, card games, and 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., manila 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, play dough, plasticize, 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

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 and attractive (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 manipulative (e.g., letter stamps, name cards, alphabet cards for children to handle and use as models).

6. Display (with covers facing out) at least 25 children's books (e.g., storybooks; nursery rhymes; and informational, predictable, alphabet and number/counting books).

7. Provide books and related props for retelling stories (e.g., hand puppets, felt board, and magnetic board 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-a parts, 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. Make sand and water play available daily, either indoors or outdoors.

3. 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).

4. 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).

5. Have smocks and cleaning supplies (e.g., child-size broom, mop, and 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 or Tablets

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-ROMs 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, and 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 or tablets 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.

L. Outdoors

1. Make the outdoors area available on a daily basis.
2. Allocate sufficient space to accommodate 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, 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 explorations (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, recipe, instructions on how to wash hands), provides 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, and 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, and 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, sign-up sheets) in at 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, and 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, and play money).
5. Provide a variety of materials for collecting, organizing, and representing data (e.g., collections such as bottle caps, shells, leaves, and 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, and 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, 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, and 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 accommodations 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, finger plays, 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, and 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; establish 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?").

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, and 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 Shannon 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, and 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-dimensional shapes, engage in activities using spatial vocabulary such as in, out, behind, besides, 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, 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 band 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, and 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 (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 *child 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 *creativecurriculum.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 or 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 family 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 or home visits are held to share information, discuss the child's progress, and plan what each will do to support the child's learning.

Changes in Policies The fees, procedures, and policies stated in this handbook are subject to be changed at the discretion of the Center Director and/or board of directors.

WELCOME TO GRAND VIEW CHILD DEVELOPMENT CENTER-WE ARE SO
EXCITED FOR YOU TO BE A PART OF OUR COMMUNITY.