



Administration and Leadership of Children's Program

ABSTRACT

Leading and mentoring early childhood programs successfully as a team.

Compiled and remixed by Ana R Leon

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Chapter 1: Foundations of Children's Programs Overview

In this chapter, you have the opportunity to learn more about the programs in CA and the roles and responsibilities of a childcare administrator. How has your program administrator created a supportive work environment that meets the needs of children, families, and staff? How does the administrator manage the program to provide high quality care and education for children? Are there regular opportunities for staff development based on the needs and interests of the teachers? The administrator wears many hats and you can learn about some of them as you explore topics in this chapter.

Review the following resource from the [Learning Policy Institute](#) on the early care and education program in CA.

Additionally, review [the California Dept of Education website for a summary of CA programs](#) as well as access to [CAL ED Facts](#).

Theories and Program Approaches



Figure 1 A toddler playing with a xylophone and a drum on a living room rug. Photo credit: thedanw, Pixabay License

Overview

Imagine a classroom of children playing and learning. What type of activities do you see? How do you know that what is going on in the classroom is supportive of children's development? In this chapter, we will learn about different theories that guide child developmental science as well as early childhood education program approaches that use varying methods to support children's development.

Objectives

- Explain how child development and learning theories are frameworks for helping teachers understand how children develop.

- Identify the different philosophies of various early learning program approaches that guide their curriculum and practices with young children
- Describe how high-quality early learning programs use theories to inform their work.

Key Terms

- Attachment Pattern
- Conditioning
- Constructivism
- Internal Working Model
- Intrinsic Motivation
- Life Crisis
- Models
- More Knowledgeable Other
- Object Permanence
- Program Approach
- Reinforcers
- Scaffolding
- Schemas
- Theory
- Zone of Proximal Development (ZPD)

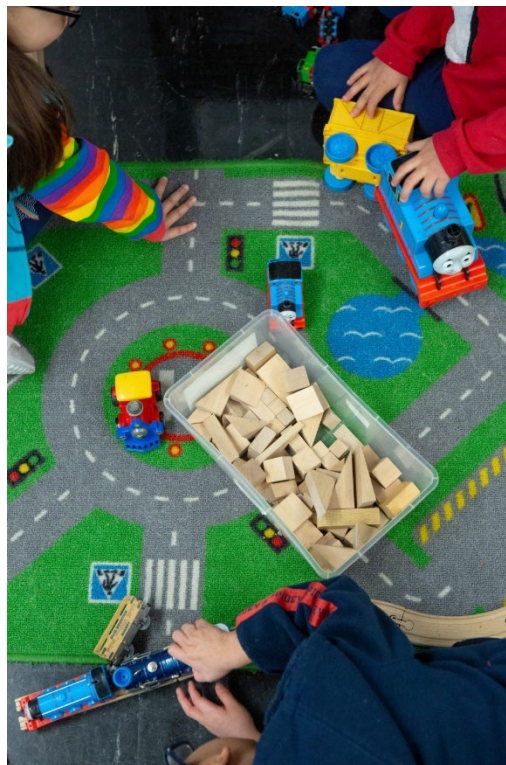


Figure 2 Preschoolers play with trains/ Photo credit: Allison Shelley for EDUimages, CC BY-NC 4.0

The best early childhood programs are informed by sound theory. This ensures that the aims of the program are effective, and the practices have a positive impact on every child. What is a theory in the context of early childhood education? A **theory** evolves from a set of ideas that are supported by a substantial amount of evidence and are based on repeated testing of the same concepts] is a set of ideas that are supported by a substantial amount of evidence and are based on repeated testing of the same concepts. Theories have been repeatedly tested using scientific inquiry. This differs from a philosophy, which is also a useful way to organize knowledge about children's development but is not based on empirical evidence. Theories provide an explanation on a specific phenomenon, and as such, developmental theories explain different aspects of how children develop.

In early childhood education, theories about child development are used to decide how to carry out program approaches. **Program approaches** are practices and philosophies that a program uses to guide their teaching and learning. This is one way that early childhood educators can ensure high quality programs for children and families. High-quality ECE programs turn to child development theory to create effective learning environments for children. For example, child development theory indicates that children learn best through action, engaging in a concept using their five senses. Adults, on the other hand, have the ability to learn from reading a text or watching a video. Because of child development theory, we know for sure that the very best way for young children to learn is with hands-on methods. If a person designs a program with this in mind, then that program is rooted in child development theory. That means that if a teacher wants children to learn about the parts of a pumpkin, then she will give the children pumpkins, cut them up, and let the children explore the parts rather than showing them a video about pumpkins. The teacher does it this way because the program has committed to basing their practice on theory.

Theories

There are several theories about child development that are used to inform ECE programs. This section will cover the seven most prominent theories that have influenced modern-day child developmental science. Those are: cognitive developmental, behaviorism, social learning theory, sociocultural, psychosocial theory, attachment, and ecological systems theory. There is no single "correct" theory; instead, we use information from all of these theories to inform how we design early childhood classrooms.

It is critical to examine prominent child development research and theories through a **culturally responsive** framework. An approach that incorporates the cultural knowledge, experiences, identities, communication styles and cultural norms of the children and families involved in a given setting. Today we know that research needs to be able to consider the social and cultural contexts of children and families when describing its effectiveness or relevance. What this means in the classroom is that when applying the principles of a particular theory, consider how it impacts the identity, agency, and cultural norms of the children and families in your program.

Cognitive Developmental

Cognitive developmental theory focuses on how children think, learn, and acquire new knowledge. It was developed by a Swiss scientist named Jean Piaget (Miller, 2011). According to cognitive developmental theory, children move through childhood in a series of stages. These stages determine what behaviors adults can expect from a child as well as what capabilities a child has at a given stage. There are four stages through which children progress: sensorimotor, preoperational, concrete operations, and formal operations. The features of these stages are outlined in Table 2.1. Between the ages of birth and two years, a child is in the sensorimotor stage. In this stage, children explore objects using their hands and mouth and coordinate sensory experiences through physical movement. If an object is hidden from view, they believe it to have disappeared for good. When a child begins to understand that the object still exists even if they can't see where it went, this is referred to as **object permanence**, [The ability for a child to understand that if an object is hidden from view, it continues to exist] which is one of the main understandings constructed during this stage. Between the ages of two to seven years, a child is in the preoperational stage. During this stage, a child is able to engage in symbolic reasoning which leads to pretend play. For example, a child might use a stick as a spoon during this stage. The concrete operations stage takes place between the ages of seven to twelve years. During this stage, children begin to use logical reasoning, but it is usually limited to real objects that can be seen or touched. During this stage, children might be able to add and subtract using manipulatives. The formal operations stage starts at age twelve and continues through adulthood. During this stage, children can begin to engage in abstract and logical reasoning in multiple situations. This might take the form of solving complex puzzles and games.

Piaget's stages are a useful way to consider how children develop in thinking, learning, and acquiring new knowledge. One consideration for all stage theories is that there is variability in how children move through stages. The stages are not rigid; for example, just as a child turns two years old, they may not immediately begin pretend play. Some children might do it a bit sooner and some do it a bit later. Children are living, breathing, beings after all! Another consideration is that the transition between stages is not sudden. Just because a two-year-old engages in pretend play does not mean that she is now finished exploring toys and objects with her mouth. Children often have behaviors of two stages when they are transitioning from one to the other.

TABLE 1: PIAGET'S STAGES OF DEVELOPMENT

Stage	Sensorimotor	Preoperational	Concrete Operations	Formal Operations
Age	Birth to 2 years	2 to 7 years	7 to 12 years	12 years and beyond
Behaviors	Learns about the world through interacting with objects using the five senses	Begins to engage in symbolic and pretend play, but cannot engage in abstract or logical reasoning	Begins use of logical reasoning, however, reasoning is limited to objects that can be held or seen	Engages in abstract and logical reasoning and can apply this type of thinking across contexts

Cognitive developmental theory also includes an explanation for how children acquire new knowledge. This is known as constructivism (Wadsworth, 1996). **Constructivism** The idea that children create (or construct) their own knowledge through experiences with the world] is the idea that children create (or construct) their own knowledge through experiences with the world. Children must use their five senses to interact with objects in their environment in order to gain new information. In this way, they build a conceptual understanding about the world around them. Further, the stage that a child is in determines how a child constructs knowledge. If an infant is in the sensorimotor stage, then they might gain new knowledge about an object by putting it in their mouth. If they take an adult's keys and start to play with them, they will learn that keys feel cold and hard when placed in the mouth. The next time they see something made of metal, for example a spoon, they will expect that it is cold when placed in the mouth, because they learned this from a direct experience with the keys. Reading a book or watching a video about keys will never give the infant this same knowledge because children need tangible, concrete items to help them learn about the world.

Constructivism also dictates that new knowledge builds upon previous knowledge. As children build concepts about their world, they start to organize that information into categories. These categories are called schemas. **Schemas** Categories of information about a concept or thing] are categories of information about a concept or thing. For example, two-year old Zhe might have a schema about dogs. He might conceptualize dogs as furry, four-legged creatures who have tails. Every time he sees a new kind of dog, he will mentally place it into that category of dogs. This process is referred to as assimilation, fitting in new information into what is already known. When Zhe goes on a walk and sees a black lab, a corgi, and a German Shepard, he assimilates these different types of dogs into his schema for dogs. But what happens when he sees a Great Dane? It has four legs and a tail, but due to its size, resembles a horse more than a dog. Zhe must then accommodate this information, therefore changing his previously held ideas about dogs, so that his schema for dogs now includes larger dogs as well. Consider also the first time Zhe sees a cat. It is furry, it has four legs and a tail, but it says "meow" instead of "woof." Zhe must once again accommodate, this time creating a new schema about cats which he now knows are in a different group than dogs. This process continues throughout childhood as children learn and organize new information.

Piaget's theory has had and continues to have enormous impact on early childhood practices. More recently researchers have offered evidence that Piaget underestimated children's abilities in some situations. Today most researchers agree that a gradual shift occurs in cognitive abilities rather than children moving through highly defined stages (Berk, 2006).

Behaviorism

Behaviorism is a theory based on the work of several researchers including John Watson, B.F. Skinner and Ivan Pavlov which focuses on children's observable behaviors and actions ("Behaviorism," 2009). This theory indicates that children's behaviors can be shaped through external cues called reinforcers. Reinforcers Actions taken by adults to encourage or discourage certain behaviors] are actions taken by adults to encourage or discourage certain behaviors. This process is called conditioning The idea that children are motivated by external cues which drive behavior]. When a child has been conditioned, their behavior has been shaped in response to the cues from the teacher to guide the child to the

behaviors desired by the adult. An example of conditioning in a classroom might look like this: A teacher wants all children to sit down for circle time. She may announce that circle time is about to begin, and as each child sits, she gives a sticker to each one. The sticker acts as the reinforcement for desired behavior. After this process has been repeated over a few weeks, the children will come to sit as soon as the teacher announces circle time.

In recent years, there has been some criticism of behaviorism in classroom settings. Critics assert that reinforcements, like stickers, deter intrinsic motivation. **Intrinsic motivation** A desire to do things based on one's own wishes and goals] is a desire to do things based on one's own wishes and goals. Many believe that children should engage in acceptable behavior simply because it is desirable and interesting. In practice, this means that to get children to sit for circle time, they must *want* to do it. How to make them want to do it? Make it interesting and fun! Sing engaging songs, smile, use shakers and instruments to find a way to draw the children in.

A further criticism of behaviorism is that it does not help children learn acceptable behavior in the long term. That is, what happens when there is no sticker? In the absence of reinforcement, the desired behavior can diminish. What happens when children transition to a class where no reinforcers are given for sitting down?

Despite its shortcomings, behaviorism is still used in many classrooms and can be a successful method for guiding children's behavior. Reinforcers can be seen as rewards for children and can contribute to higher class morale. Many teachers appreciate even the short-term effectiveness that behaviorism provides in guiding children toward acceptable behavior.

A final note on behaviorism: some teachers may be tempted to use snacks or treats as reinforcers. This practice is strongly discouraged, as it can interfere with healthy eating habits and raise issues for children who are experiencing food insecurity. Indeed, nothing edible should be used to direct children's behavior.

Social Learning Theory



Figure 3 A teacher works with a child on a craft car./ Photo credit: Ron Lach, Pexels License

Social learning theory is based on the research of Albert Bandura about how children learn particular behaviors based on watching the actions of those around them (Bandura, 1977). The individuals in a child's environment are referred to as models [The individuals in a child's environment after which behavior is emulated]. According to social learning theory, children observe the behaviors of others around them and use that as a model for their own behavior. For example, if a teacher commonly uses words like please and thank you with children, the children will begin to use those words as well. Children usually model the important adults in their life but may also model behavior from media sources. As such, social learning theory calls into question violent content seen in media because it may have an effect on child behavior. Social learning theory expands upon behaviorism in that children's behaviors are not just a matter of behavior and reinforcement but are also interwoven with the social context as well. In this way, children learn about consequences of actions in a more organic way rather than through prescribed reinforcers, leading to more long-term behaviors. Consider an example of a toddler observing an adult opening a jar to find a hidden toy. The adult models the hand coordination involved in the action and expresses delight at the contents. This encourages similar attempts by the child who begins to practice the skill of opening a jar.

Sociocultural Development



Figure 4 A Toddler Playing with Developmental Toys/ Photo credit: Karolina Grabowska, Pexels License

Sociocultural development theory addresses how children learn new skills through social interactions ("Sociocultural theory," 2016). It is related to cognitive developmental theory in that both are focused on how children think and learn. It was developed by the psychologist Lev Vygotsky. Instead of focusing on how children interact with objects and concepts in the environment, social cognitive theory focuses on how children interact with other individuals in their environment. These individuals are referred to as the more knowledgeable other [Individuals in a child's environment who have more skills and knowledge about a particular area than the child], as they have more skills and knowledge about a particular area than the child. The more knowledgeable others can be an older peer or an adult.

According to social learning theory, when children are learning a new skill, they best accomplish it by operating on the upper edge of their abilities. This is referred to as the zone of proximal development, or ZPD [The difference between what a child can do alone and what a child can do with help from a more knowledgeable other]. ZPD is the difference between what a child can do alone and what a child can do with help from a more knowledgeable other (“Zone of proximal development,” 2016). For example, if 6-year-old Shruti cannot ride a bike alone but can ride it with help from her mother, then this activity is in her ZPD. How does her mother help her learn to ride? She might hold onto the back of the bike seat, steadying Shruti as she pedals. She may hold onto the handlebars, helping her daughter navigate turns. She may give verbal cues, alerting Shruti when she needs to apply the brakes. Whatever help Shruti’s mother gives is dependent on her daughter’s skill. This is referred to as scaffolding. Scaffolding [The assistance given by the more knowledgeable other that changes in response to the child’s ability] is the assistance given by the more knowledgeable other that changes in response to the child’s ability. The best way to support a child’s learning is to give them just the specific help that they need in order to allow them to complete the skill. If Shruti has no trouble balancing and steering, then holding onto the seat and handlebars will do her no good in learning. Verbal cues on when to apply the brakes are what she needs. On the other hand, if it is her first time on the bike, verbal cues on how to brake will not be very useful as she wobbles around and falls. To engage in optimal learning, a child must be guided within their zone of proximal development. If a task is too easy, then then it may become boring. If it is too difficult, the child may become frustrated and give up. Through scaffolding, a more knowledgeable other can help support a child to learn things that they could not do alone. Then the more knowledgeable other will slowly reduce the support until the child can complete the task alone.

Psychosocial

Another theory that focuses on the development of the child as they move through stages is psychosocial theory. Developed by Erik Erikson, psychosocial theory posits that human development is characterized by a series of stages (Erikson, 1963). Each stage represents a transition time for learning and development and is marked by a specific aspect of development. Beginning at birth and ending in late adulthood, this theory encompasses the lifespan. As an individual enters into each stage, they are faced with a psychological conflict, known as a life crisis. A life crisis [A psychological conflict in which two conflicting aspects of development must be navigated by an individual] is when two conflicting aspects of development must be navigated by an individual. The stages are listed in Table 2.2. To illustrate how a child might move through a life crisis, consider the following example of the stage “initiative vs guilt.” Three-year-old Leandro has used his crayons to color a lovely picture for his daddy and hangs it on the wall using tape. Daddy praises Leandro for his good idea to hang artwork on the wall using tape. Next time, Leandro decides to color directly on the wall, which leads to a scolding from daddy instead. Leandro has shown initiative, taking independent action for hanging a picture on the wall all by himself. He also experiences guilt for his initiative gone wrong when he colors on the wall. As he moves through this process, he learns to take initiative in the appropriate way and gains pride from his accomplishments.

TABLE 2: ERIKSON’S STAGES OF DEVELOPMENT

Age	Life crisis
0-18 months	Trust vs. Mistrust
18 months-3 years	Autonomy vs. Shame and Doubt
3-5 years	Initiative vs. Guilt
5-13 years	Industry vs. Inferiority
13-21 years	Identity vs. Confusion
21-39 years	Intimacy vs. Isolation
40-65 years	Generativity vs. Stagnation
65 years and beyond	Integrity vs. Despair

Attachment Theory



Figure 5 Man holds a baby up in the air, smiling. Woman stands next to the man, also smiling at the baby./ Photo credit: balouriarajesh, Pixabay License

Attachment theory was developed on the premise that infants need physical and emotional support from a primary caregiver early in life in order to become emotionally well-adjusted in early childhood and beyond. Developed by Mary Ainsworth and John Bowlby, this theory is grounded in the mother-child bond but can be applied to the father or other primary caregiver (“Ainsworth, Mary,” 2008; Bretherton,

1992). Attachment theory proposes four different types of bonds or attachment patterns that a child can have with the mother (or primary caregiver). An attachment pattern [Description of the relationship between mother (or primary caregiver) and child based on the behavior of the child] is a description of the relationship between mother and child based on the behavior of the child. Attachment patterns were measured using a lab test called the “Strange Situation” (Bretherton, 1992). In the Strange Situation A lab test that mimics an everyday scenario and assesses a child’s attachment to their caregiver], the mother and baby played in a playroom along with a friendly stranger. The mother leaves for a brief time, leaving the child to play with the stranger. When the mother returns, the baby’s behavior upon this “reunion” is observed and coded as a type of attachment pattern. There are four main types of attachment patterns which are outlined in Table 3.

TABLE 3: MARY AINSWORTH’S ATTACHMENT PATTERNS

Attachment pattern	Child’s behavior upon reunion	Caregiver’s responsiveness to child’s needs
Secure	Seeks proximity to caregiver; positive response; is calmed by caregiver’s attempts to soothe	Sensitive to child’s needs; consistent
Insecure avoidant	Does not seek proximity to caregiver; does not seem distressed at caregiver’s absence	Not sensitive to child’s needs; distant
Insecure resistant	Is not calmed by caregiver’s attempts to soothe; resists proximity	Inconsistent in response to child’s needs; sometimes sensitive, sometimes distant
Insecure disorganized	Does not fall into a reliable attachment pattern	Emotionally distant

There has been some recognition in recent years as to the lack of cross-cultural validity of the strange situation as a measure of attachment, meaning attachment might not look the same for everyone (Keller, 2018). The strange situation was developed using a mostly western, middle-class sample. Because adult interactions with infants can vary by culture, the reactions of infants during the strange situation might not always look the same. While there are some other ways to measure attachment, more research is needed to uncover ways to measure attachment across a variety of cultures.

Secure attachment leads to positive outcomes for children. Securely attached children are more likely to have positive social relationships and are more successful in school. On the other hand, insecurely attached children have trouble forming and maintaining social relationships and tend to have behavior and academic problems in school.

What do mothers and other primary caregivers do to form a secure attachment? It mostly relies on sensitivity. Sensitivity in this sense refers to a responsiveness to an infant's emotions. If baby cries, the mother soothes her. If baby laughs, mother laughs along. In this way, the infant builds a reliable bond with the mother that sets them up for stable emotional connection. Additionally, it helps a child develop an internal working model for how relationships should function in general. An internal working model [A conceptual understanding of how the relationship between an individual and a loved one should be] is a conceptual understanding of how the relationship between an individual and a loved one should be. With a securely attached child, their internal working model might be something like "the adults in my life are people who love me and take care of me. My needs are met by them." This is later transferred to form trusting relationships with others like grandparents, teachers, and later, romantic partners.

Ecological Systems Theory

Ecological systems theory, developed by Urie Bronfenbrenner, focuses on the child in the context of their environment. The premise of this theory is that the child develops in response to the multiple systems that influence them (Bronfenbrenner, 1992). For example, a child is influenced by their immediate household family, extended family, neighbors, schools, and society at large. These systems are organized into categories based on their immediate contact with the child and how directly or indirectly they influence the child (Morris, 2009; "Psychosocial development," 2016). The systems also influence one another. For example, the language a family speaks at home is influenced by the society in which the family lives.

These systems each have names. The system that refers to the child's immediate environment is the **Microsystem** Part of the Ecological Systems Theory; includes the parts of a child's immediate environment that influence the child's development. The child's immediate family, school or childcare, and friends are in the microsystem. The **Mesosystem** Part of the Ecological Systems Theory; includes the connections between parts of a child's immediate environment that influence the child's development] refers to the connections between the entities in the microsystem. The interactions of parents and the teachers at school are an example of the mesosystem. The next layer is the **Exosystem** Part of the Ecological Systems Theory; includes parts of a child's indirect environment that influence the child's development, or the social influences that are more removed from the child. Parent's workplace, healthcare services, and local politics are examples of the exosystem. The **Macrosystem** Part of the Ecological Systems Theory; includes broad aspects of culture that influence a child's development] represents attitudes of the larger culture. Examples of entities within the macrosystem are society's acceptance of women working outside the home or societal racism. The last system is the **Chronosystem** Part of the Ecological Systems Theory; includes broad, national, or global aspects of society that influence a child's development], or the way larger societal events change over time. Global warming, and the political policies in place to hinder it, is an example of the chronosystem.

Let us take a look at an example of 3-year-old Maria. She lives with her parents and older sister, and they speak Spanish at home. Her parents emigrated from Mexico to the United States seven years ago. Her microsystem includes her mother, father, sister, her best friend Lucia, and the childcare they attend at the local community center. Her mesosystem is when her parents volunteer at the community center

where her childcare center is and when she has a playdate at Lucia's house. Her exosystem includes the marketing firm where her parents work, the healthcare provided by the parents' employers, and the state funding that runs her community-based childcare center. Her macrosystem contains the attitudes of society about her family's native language and her parent's immigration status. Her chronosystem reflects the changing status of women of color – as Maria has more and more role models in the media who represent her culture. As this example illustrates, the ecological systems model represents the dynamic environments that shape how a child develops. It is not just the parents, extended family, peers, or teachers, but rather all the parts of society working together.

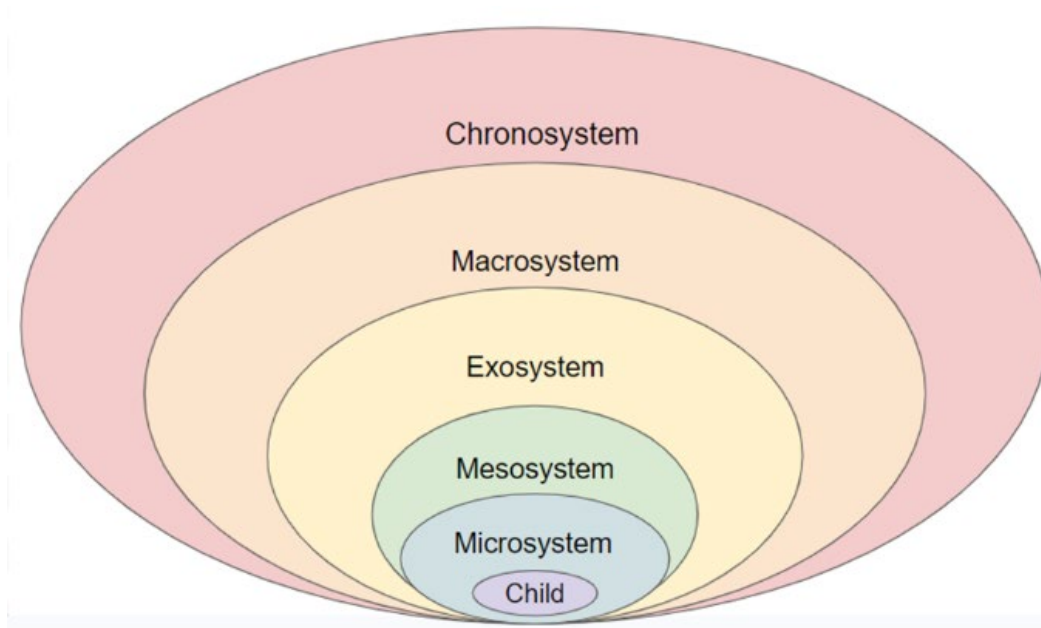


Figure 6 Bronfenbrenner's Ecological Systems Model. Photo credit: Angela Blums, CC BY 4.0

These theories all have strengths and limitations, which require teachers to consider many theories as they apply them to their daily practices. It is okay and even encouraged to choose parts of theories that work well in your program.

Reflection

- What are some practical ways in which you could use child development theories in your work with children?
- Which of these theories do you align with the most and why?

Beyond Historical Theories

Many of the theories listed in this chapter are rooted in a white, European perspective. This has led some to critique the relevance of these theories in our diverse contemporary society. To do so, it is first important to consider how specific parts of a theory can be applied in a culturally responsive way. Consider this example. In many European American families, where independence is valued, teaching a baby to

feed oneself is considered a critical skill and toddlers are expected to feed themselves. In other cultures, where collaboration is emphasized, an adult feeding a toddler is considered more appropriate. These differing practices could impact how a caregiver scaffolds a child to feed themselves independently. In both cases, an adult provides some scaffolding to the child on feeding, but the type and degree of scaffolding differs based on culture. This example illustrates one way in which a theory can be applied across multiple cultures, and how theories can even broaden the understanding of the diversity of your program.

Reflection

- What are some other ways in which culture can influence child rearing practices?
- Beyond prominent theories, what are some other ways that educators can inform their practice?

Another key source of information that should inform programs is current scientific research about child development and early childhood education. In order to keep curriculum relevant to modern-day approaches, ECE professionals should stay informed about new research through professional development organizations such as [National Association for the Education of Young Children](#) (NAEYC). When reading current research, check to see who were the participants in the study. Were they from diverse racial, cultural, geographic, and economic groups? This can provide some context for how this research could be applied in programs.

Cultural knowledge that has been passed down orally is another source of information that can help shape programs. For example, Indigenous knowledge can provide valuable information about behavior, care, and education of young children. This knowledge has not been incorporated into many mainstream early childhood programs, but has the potential to provide teachers with a wealth of understanding about early childhood education (Gordon, 2023).

Program Approaches



Figure 7 A child plays a math game in which a number of dots are matched with a numeral./ Photo credit: newarta, Pixabay License

Early childhood programs use child development theories to inform their practice. High-quality programs know that grounding program practices in sound theory leads to better outcomes for children. When programs use real, hands-on experiences to teach children about their world, it is due to the influence of the cognitive developmental model. Likewise, when programs include family involvement or community connections, we can thank the influence of the ecological systems theory. Program approaches may be dynamic based on the individual needs of the students or a specific student population. That is, they may change based on the families who are enrolled. The next section will take a look at some programmatic approaches which are combinations of theory and practice which create specific curriculum choices.

High Scope

High scope is a program model that is child-centered and provides children with hands-on experiences. Its roots are unique – it originated from a research-based preschool program in Michigan in the 1960s called the Perry Preschool Project. The goal of the Perry Preschool Project was to enroll low-income children in high quality preschool experiences to see if it would improve their life outcomes (Schweinhart, 2003; Schweinhart et al., 1993). The researcher David Weikart followed the children's progress for decades to measure the results. Weikart chose to include low-income children because, in comparison to middle-income children, children in low-income households are at greater risk for lowered academic achievement, have lower rates of high school graduation, higher rates of crime, and a higher likelihood of poverty later in life. The goal of the Perry Preschool project was to counter the effects of poverty early in life. This was one of the first and most published pieces of scientific research to investigate how economic investments in early childhood education could have long-term benefits to the child, the family, and to society. The idea was that if you give a child a strong start early on, it will pay off when they become adolescents and adults. What the researchers hoped for came true. Children who participated in the Perry Preschool Project had greater academic achievement, greater high school graduation rates, lower rates of crime, and higher adult earnings than their low-income peers who were not in the preschool project. This study showed that access to high-quality preschool programs in the first few years of life can have long-term benefits for the child. This research highlighted the importance of the early years of a child's life in influencing the course of their future.

So, what was the magic formula of the Perry Preschool Project? There were several components, but two main pieces stand out. The classroom system of plan-do-review and family involvement. Plan-Do-Review [a learning process that helps children organize their activities through planning, action, and reflection] is a system that helps children organize their play activities. Children gather in a circle and the teacher asks them what activity center they plan to play in during the morning free play time. The choices range from blocks and art to dramatic play or puzzles. Children make their choice to the group, such as "I plan to play with Jakeem in the blocks area. We are going to build a really big bridge!" After the children make their plans, they go and do the activity of their choice. It is okay if kids switch activities or change their plans during this time. After free play, the children return to the circle and report back on how their plans went. Did Jakeem and his friend build a successful bridge? What went well? Did anything unexpected happen? The teacher will ask these types of probing questions to get the children to think about their activities. This method supports cognitive development because it involves planning. Children are able

to explore their world and engage in hands-on activities. The plan-do-review helps to support their memory development and helps them to develop concentration, attention, and focus, all skills which are related to the academics they will engage in when they enter elementary school.

The second main component of the Perry Preschool Project was family involvement. Families were visited in their homes by teachers to create connections between what was happening in the classroom and at home. When a child learns a concept in class, it should not stay in class. Having families participate in learning at home can help create layers of learning for the child. It also provides an opportunity for parent support and education. This approach aligns with the ecological model in that the family and community are integrated into a child's early childhood education setting, supporting development using the multiple contexts involved in a child's life.

The High Scope model follows the findings from the Perry Preschool Project. It has taken those evidence-based strategies [Approaches that have been developed through repeated scientific research and testing to make sure that they are effective] and created a program model to serve children in early learning settings. It is the embodiment of the philosophy that family income need not be the sole determining factor in children's academic and life outcomes.

A similar program to the Perry Preschool Project is Head Start. Head Start is a preschool program which also has its roots in researching ways to improve the lives of children in poverty. Head Start research has found similar results to the Perry Preschool, and with comparable methods (Weikart et al., 1978). Head Start has become a long-term, nationwide program that still exists today. Indeed, many Head Start programs even follow the High Scope method. These programs demonstrate the need and effectiveness of high-quality preschool programs.

Head Start programs were developed in the 1960s to promote school readiness for children whose families needed extra support. Head start programs focus on the whole child: with healthy meals, family involvement, and developmental check ins. According to research, children who participate in Head Start have positive long-term outcomes: they are more likely to graduate high school, less likely to live in poverty as adults, and have lifelong better physical health (McKey et al., 1985).

Developmental Interaction

The Developmental Interaction approach was founded by Lucy Sprague Mitchell, an education reformer who developed innovative ideas for educating children and helped to professionalize teaching for women. Mitchell also founded the Bank Street College of Education in New York. The developmental interaction approach, sometimes called the Bank Street approach, focuses on developing the child in all areas – physical, intellectual, social, and emotional (Nager & Shapiro, 2000). Teachers in the Developmental Interaction approach see learning as a holistic process and consider developmental domains (physical, intellectual, social, and emotional) as inherently interconnected. It emphasizes meeting children where they are and providing opportunities for making choices (Nager & Shapiro, 2007). It is play-based, so children have lots of free time to explore on their own terms. It also emphasizes the child's role in society – another nod to the ecological model of child development.

Montessori

The Montessori approach to education was developed by Maria Montessori, an Italian physician and educator who was interested in reforming the way children learn in group settings (Montessori, 1964/2013; Seldin, 2002). The Montessori method has distinct key features that make it stand out from other approaches. One such feature is mixed-age groups in a single class. Children in Montessori classrooms can range from 2.5 to 6 years old. This means that there is a great deal of peer learning happening. Older children can model behavior for younger children, which can help facilitate learning better than direct instruction from a teacher.

Another feature of Montessori classroom is the concept of constructivism. Montessori classrooms rely on a carefully structured classroom with materials that children can use to discover new concepts on their own using real life materials. Items are often made from natural materials to give the child a realistic concept of the weight of an object based on its size. In order to deeply engage with materials, children are given a large block of free play time – usually about 2.5 to 3 hours. During this time, teachers will help children on an individual or small group level with materials. The materials have an emphasis on child development. Some may involve fine motor skills, like threading beads on a string, and some may promote problem solving, a part of cognitive development, such ordering pegs into holes by size and shape. Many activities are related to practical life: washing dishes, placing flowers in a vase, and cleaning up after oneself. Materials for practical life are always child-sized so that the child can feel that she can master the activity without unnecessary impediments. There is a strong emphasis on completion. Children will not be interrupted by a teacher when they are in the middle of a task, as this is thought to disrupt learning. Independence is also emphasized. Children are encouraged to learn how to use buttons and zippers in order to dress themselves at an early age. Teachers without a Montessori background are often surprised to see the abilities of a two-and a-half-year-old getting a jacket on and zipping it alone.



Figure 8 Child Holding Blue Round Plastic Montessori Toy/ Photo credit: newarta, Unsplash License

Mealtimes in Montessori centers can often differ from those of traditional classrooms. When a meal is served, children will be invited to the table and asked to join when they are ready. There is no large-scale,

formal transition from playtime to lunchtime. If a child is still working on an activity, then he may complete it in as much time as he wishes. Typically, children gather around the table more or less at the same time, but it happens organically. Children are drawn to the smell of food and a chance to visit with playmates at the table. Children serve themselves and pour their own milk using child-sized utensils and milk pitchers. At the end of the meal, children clear their own dishes and place them on a cart after removing unfinished food.

With such a free environment, how do teachers encourage classroom harmony in a Montessori classroom? Teachers use guidance strategies that are similar to other approaches, but children often learn from observing older peers. If a 3-year-old is approaching the art easel for the first time, she may watch a 5-year-old first. She may observe her peer carefully dipping the brush into the cup, keeping paint on the paper, and wiping up any spills with a cloth. Sometimes, this way of learning how to use and respect classroom materials can resonate more with a young child than when a teacher outlines strict rules for how to properly use paint.

Waldorf

Waldorf schools originated in Germany and were developed by Rudolf Steiner in the 1920s (Barnes, 1991). Waldorf programs have a strong emphasis on everyday practical activities and centers are designed to resemble a home in order to facilitate this. Cooking, cleaning, sewing, and building are all activities that children engage in in a Waldorf program. There is a strong emphasis on oral storytelling, creative arts, and music. Historically, Waldorf programs included mystical and spiritual elements, but many modern programs do not (Goldshmidt, 2017). Children are encouraged to engage in free play using toys and activities made of natural materials. Like in Montessori programs, the belief is that children are more connected to toys and tools that are made of wood rather than plastic, as it is more aesthetically pleasing and facilitates a connection to nature. In that spirit, Waldorf classrooms include natural materials such as acorns, shells and wool that are used for counting games, art, and storytelling. Academic subjects are integrated with one another – math is taught through storytelling, combining mathematical problem solving with language development. This helps promote cognitive development in a holistic way. Teachers facilitate early math activities using small wool dolls and other natural, tangible materials. However, formal learning of letters and numbers are not pushed upon young children in Waldorf schools. It is the belief that children will come around to letter and number identification when they are ready, and that is usually not until the age of 6 or 7 years, which is when it is formally introduced in Waldorf schools. Interestingly, this coincides with most modern European educational systems as well (Sharp, 2002). Preschools in the U.S., on the other hand, typically begin letter and number identification well before age 5 (although this is beginning to change). This variation is a valuable lesson in cultural differences in developmentally appropriate practice.

Another key feature of the Waldorf approach is the daily rhythm. While many preschools follow a daily schedule with specific hour or minute intervals, Waldorf programs follow a rhythm instead. What matters here is the sequence of the day, not how long each activity takes. So daily activities always follow the same sequence but may not be at the same time every day. In the morning, for example, the teacher may invite the children to help bake bread or make soup for lunch. Children gather around kneading dough or

chopping vegetables (children are encouraged to learn knife safety at an early age), and as they finish, they may disperse into other activities like sewing, building with blocks, or dancing with scarves. Another teacher might gather a group of students to invite them to hear a story that she is telling using puppets and props to act out the plot. Children may naturally come and go from the story based on what they are interested in playing with at that time. When the lunch is ready, the teacher will invite children to the table with a song and, oftentimes, by lighting a candle (children are also taught safety around the candle). There is no set time, but meals are typically served at about the same time each day. Children rely on the order of events to help them predict their environment. A difference of 15 or 20 minutes makes no difference to them, however. This focus on rhythm is also reflected in the practice of honoring the changing of seasons. Waldorf programs also include rituals that celebrate the rhythms of nature. This gives the children a connection to the larger system of which they are a part.



Figure 9 Rainbow colored wool used in a Waldorf classroom for crafts/ Photo credit: star athena, CC BY 2.0

Reggio Emilia

The Reggio Emilia approach takes its name from the Italian city where it originated. A constructivist approach, the Reggio method provides encouragement that children should explore their world using hands-on methods that are child-directed. The approach was developed by Loris Malaguzzi following World War II (Edwards, 2002). It was his belief that children should be able to freely express themselves. In that vein, Reggio programs encourage arts and music.



Figure 10 Child's hand holding a paintbrush with a palette of paint. Photo credit: EvgeniT, Pixabay License

One core belief in the Reggio approach is the Hundred Languages of Children [the belief that children can express themselves through various types of artistic expression], or the ability of children to express their thoughts and feelings through arts such as painting, sculpting, and drawing (Edwards et al., 1998; Gandini, 1993). Indeed, Reggio programs are known for their emphasis on beautiful artwork. Children's art is displayed on the wall at the child's eye level, often with a description of the work written by the teacher in the child's own words. This honors the child's creative spirit and helps promote healthy emotional development. Another feature of the original Reggio school in Italy is the connection to community. The children there learn directly from members of the community, and the community members feel responsible for taking part in children's education. American programs emulate this goal with strong parental involvement. US programs are referred to as "Reggio inspired" because the true Reggio schools in Italy have the connection to community that is unique to that location. The Reggio approach believes that children learn from adults, peers, and the environment. The environment is thought to be the "third teacher" and is set up so that children can explore independently as their interests guide them. Spaces are set up with natural light, living plants, and materials that encourage creativity.

Forest Schools and Outdoor Learning

The model for most American forest schools originated in Sweden and other European countries and their popularity has been growing in the United States in recent years (Knight, 2013; Williams-Sieghfredsen, 2017). However, Native Americans have been practicing nature-based learning for generations, and these models are also used in the development of forest schools and outdoor learning programs (Lees & Bang, 2022). The concept of forest schools is that children spend their whole day outdoors, in all weather. All activities take place outside – stories, art, construction, and even meals. Children are dressed in appropriate clothing for all weather so that they are comfortable and safe while outside. Many of the same activities that take place in indoor preschools also happen in forest preschools. Children create art, often using natural materials, but might also use paint, clay, and crayons. Science activities are well-suited to a forest environment, as children can collect leaves and rocks to sort and categorize, or examine bugs using a magnifying glass. Nature-based learning can include life cycles of plants and animals, foraging for edible foods, and nature-based medicines.

Nature-based learning also lends itself well to teaching children about Indigenous culture and practices, which provides opportunities for cultural understanding as well as practical knowledge. An outdoor environment is well-suited to engage in construction projects, which may include building a tower with rocks or building a giant fort out of sticks, branches, and rope. Forest schools sometimes have a covered shelter or area where materials are kept in bins and teachers can take out the materials at the start of each day so that children have access to all the things they need for free play. Teachers do circle time, read books, tell stories, and sing songs, the same as in a typical preschool. Mealtimes take place outdoors and children wash hands using an outdoor hand washing station. Usually children do not sleep outdoors, so forest schools are typically either half-day programs or include only children who are old enough to not need naptime. Children in forest schools have a strong connection to nature, and it is believed to provide many health and developmental benefits.

On a related note, in July 2021 Washington State became the first state to permanently license outdoor, nature-based childcare for preschool and school-age children under a new Senate Bill 5151 (Russillo, 2021). This comes after a four-year outdoor preschool pilot program and gave DCYF the ability to set the precedent as the first state in the nation to develop licensing requirements for outdoor education.

Reflection

- How can a child's individual culture be reflected in program approaches?
- Consider a program within your community. How is that program culturally relevant?

Summary

Theories give us insight about how children develop. There are seven major theories on child development, and each one is useful in understanding children's needs at a given age. It is important that teachers have a deep knowledge of children in order to create learning experiences that support development. High-quality early childhood programs must be informed by theory. There are a variety of approaches and philosophies in early childhood program models, and each has its own unique benefits. One thing that all program models have in common is the connection to theory that supports children's optimal development.

Review Questions

1. How can constructivism be used to plan activities for young children?
2. What are the limitations of using behaviorism in an early childhood classroom?
3. Why is it important to consider cultural context when engaging with children?
4. How can Bronfenbrenner's work be used in a preschool setting? Is it equally important for older children? Why or why not?
5. If you had to choose the best features of the program approaches presented in this chapter to create your dream classroom, which features would you choose? Why did you choose these features?

The Administrator's Role

Program administration includes many roles and responsibilities. [NAEYC](#) (2007) defines the role of a program administrator and explains the competencies necessary to be an effective administrator.

The program administrator is the individual responsible for planning, implementing, and evaluating a childcare, preschool or kindergarten program. The role of the administrator covers both leadership and management functions. Leadership functions relate to the broad plan of helping an organization clarify and affirm values, set goals, articulate a vision, and chart a course of action to achieve that vision. Managerial functions relate to the actual orchestration of tasks and the setting up of systems to carry out the organization's mission.

As an administrator, you need the knowledge and skills to as support to teachers and assistants in the early childhood program. The 2011 [competencies](#) include:

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision

To view a full list of competencies and additional resources, you can visit the [Early Childhood Educator Competencies](#) page provided by the California Department of Education. Access the document here: <https://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>

You may be familiar with some of these topics from previous coursework. Likely you need more education on leadership and management. As you read, consider how an effective administrator juggles all the roles they perform. What roles are most important? How should they prioritize? What roles can you perform?

Administrator's Requirements in CA

Take a look at the [CA Requirements for Administrators](#) at the Dept. of Education website. Also, take a look at the [Code of Ethical Conduct Administrators](#) supplement at the NAEYC website. The document outlines ethical responsibilities and core values for early childhood program administrators in various professional relationships.

Code of Ethical Conduct

- Adopted in July 2006 and updated in May 2011.
- Provides a framework for ethical decision-making in early childhood education.
- Emphasizes the importance of children's well-being as the primary responsibility of administrators.

Ethical Responsibilities to Children

- Administrators must prioritize children's needs in decision-making.
- Programs should be safe, nurturing, and developmentally appropriate.
- Policies must support children's self-worth and cultural connections.

Ethical Responsibilities to Families

- Administrators should foster communication and collaboration with families.
- Programs must be inclusive and responsive to diverse family needs.
- Clear policies regarding enrollment and family engagement are essential.

Ethical Responsibilities to Personnel

- Administrators are responsible for creating a supportive work environment.
- Professional development and fair treatment of staff are crucial.
- Policies must be consistently applied to all personnel.

Ethical Responsibilities to Sponsoring Agencies and Governing Bodies

- Administrators must ensure compliance with regulations and standards.
- They should communicate honestly with governing bodies about program operations.
- Program improvements should be planned and implemented collaboratively.

Ethical Responsibilities to Community and Society

- Administrators should advocate for high-quality early care and education programs.
- They must promote awareness of the importance of early childhood education.
- Collaboration with community agencies is essential for supporting families.

All licensed child care facilities must adhere to both [Title 5 and Title 22](#) requirements. Administrators can find these crucial documents on the Department of Education website and should be thoroughly familiar with their mandates.

Readings and Resources

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12. Watch the videos at: <http://www.naeyc.org/ecp/resources/ethics>
13. Overview of the Code of Ethical Conduct – 9 minutes
14. How to Use the Code: Overview – 4 minutes
15. How to Use the Code: Day-To-Day Practice in Programs for Young Children – 7 minutes
16. Using the Code: Scenario 1-Naptime – 7 minutes
17. Using the Code: Scenario 2-Didactic Large Group Instruction – 10 minutes
18. Feeney, S. (2010). [Ethics TODAY in Early Care and Education: Review, Reflection, and the Future](#). *YC: Young Children*, 65(2), 72-77.

What aspects of Administration and Supervision do I look at?

Begin to notice the administration and supervision practices in your program. How do they comply with the state regulations or legal obligations which is on one side of the bridge? In Massachusetts program are required to comply with the [regulations](#) from the Massachusetts Department of Early Education and Care. (2010). Here is a summary of the regulation in 7.04 which address Administration.

1. The program is soundly administered by qualified persons designated with specific administrative and program responsibilities.
2. Unauthorized Activities for children
3. Transitions for children
4. Record Requirements.
 - a. daily attendance records indicating each child's attendance, including arrival and departure times;
 - b. a method of knowing exactly who is present on the premises at any given point in the day.
 - c. documentation of regular evacuation drills, as required by 606 CMR 7.11(7)(h)..
 - d. Attendance and educator records must be maintained for at least 5 years.

5. Staff Records.
6. Transportation Records
7. Children's Records
8. Children's Record Exception
9. Children's records must be reviewed and updated as necessary, but no less frequently than once per year.
10. Amending the Child's Record
11. Confidentiality and Distribution of Records and Information
12. Children with Disabilities
13. Required Posting.
 - a. "Call 911" reminder and the telephone number and address of the program, including the location of the program in the building
 - b. the telephone number of the Poison Control Center and the name and telephone number of the emergency back-up person
 - c. in a manner that protects the privacy of each child
 - a list of all emergency or lifesaving medications
 - a list of allergies and/or other emergency medical information
 - d. the current license or approval
14. Notifications by Community Care Licensing
 - a. Notification of Death or Serious Injury.
 - b. Notifications of Reportable Diseases
 - c. the contagious illness of a child that is a reportable condition as set by the Division of Communicable Disease Control, Department of Public Health;
15. Additional Requirements for Family Child Care
16. Additional Requirements for Small Group and School Age and Large Group and School Age Child Care
 - a. Statement of Purpose which identifies the program's philosophy; goals and objectives; the ages of children served; and the services provided.
 - b. Community Care License
 - c. Organizational Information
 - d. Personnel Policies (for employee view) In programs with 4+ paid staff the program must describe and make available to all employees and prospective employees at the program. Such personnel policies must include
 - Criteria and procedures for hiring, promotion, probationary periods, disciplining, suspension, and dismissal of any staff person
 - Procedure for handling staff complaints
 - Procedure for handling allegations of child abuse or neglect against a staff member
 - Job descriptions for all paid educator positions
 - Salary range covering all positions
 - e. Administrative Requirements.
 - The Program Administrator must be qualified

- The Program Administrator must have overall responsibility for the operation of the program and must be authorized to act as the program's agent.
 - Educators must not perform administrative duties when they are assigned teaching duties with groups of children.
 - Plan for Shared Administration
 - Plan for Administration of Multiple Sites
 - Notification of Change of Administrator
 - Provisions for Temporary Absence of Administrator
 - Administrative Staffing
- f. Integrated Pest Management Plan
- g. Documentation of appropriate staffing at all times,
- h. Required Postings.
- the location of the health care policy;
 - the name, address and telephone number of the health care consultant;
 - the location of the first aid kit; and
 - next to each exit, emergency and evacuation procedures.

17. Additional Requirements for [School-Age Child Care](#) Programs.

Best practices for effective management and operations, knowledgeable leaders, and sensible policies and procedures and are outlined in the NAEYC administrative competencies referred to in the previous section of the chapter The Administrator's Role. Look for effective implementation of policies, procedures, and systems that support stable staff and strong personnel, and fiscal, and program management so all children, families, and staff have high-quality experiences.

Thinking of your program, how will you begin the journey across the bridge?



Figure 11 A Bridge in the Preserve by SavidgeMichael is licensed CC BY 4.0

EEC identified core competencies or the range of knowledge and observable skills that adults working with young children need to facilitate child learning and development, linked to early learning guidelines. The [Core Competencies for Early Education](#) were developed by the California Department of Education, Child Development Division (CDE/CDD), and First 5 California collaboration to develop the California Early Childhood Educator (ECE) Competencies. The competencies define and describe the knowledge and skills necessary to be effective in working with children, youth, and Guide teachers to work as a team.

The ECE competencies were designed to align with significant initiatives and resources in the early care and education field, such as the CDE's early learning foundations, curriculum frameworks, and Desired Results resources: Desired Results Developmental Profile (DRDP) and Desired Results for Children and Families— Parent Survey. Additionally, the competencies are aligned with the Early Childhood Environment Rating Scale—Revised (ECERS-R), the Infant/Toddler Environment Rating Scale—Revised (ITERS-R), and the Family Child Care Environment Rating Scale Revised (FCCERS- R), each of which was informed by research and policy. Likewise, the competencies reflect an effort to maintain consistency with the California Community Colleges' Early Childhood Curriculum Alignment Project (CAP), California State University Baccalaureate Pathways in Early Care and Education (BPECE), and the Classroom Assessment and Scoring System (CLASS). In essence, the alignment process focused first on the consistency of the competencies with the early learning and development system, and other important resources.

- Orient and support teachers on best practices (What is the program's definition of best practices?)
- Assure that supervision, evaluation, and feedback are objective, constructive, and free of prejudice (core competency 7. C.8 advanced)
- Create, maintain, and implement an individual professional development plan for each teacher
- Assess performance, improve practice and promote individual growth of all teachers
- Encourage teachers to follow their professional development plan
- Seek out and use monetary and professional supports to promote progress to improved practices
- Reflect on own performance to advance professional growth and improve practice
- Evaluate teacher performance as a basis for program planning, modification, and professional development
- Demonstrate reflection on own supervisory skills, and professional and educational practices
- Evaluate current trends in early childhood education and revises program practices as appropriate from a local, national, and global perspective?

Read [CA PTLK Foundations](#) and the [Preschool Curriculum Framework](#) to guide you across.

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Chapter 2: Responsibilities for Administration and Supervision

Thinking about the many responsibilities an administration performs; use this chart to help you be more observant to the reasons for the administrator's actions.

TABLE 4: ADMINISTRATION AND SUPERVISION EVIDENCE

Responsibility	What you could observe
Facilities Equipment Maintenance	<ul style="list-style-type: none"> • How is equipment acquired and maintained? • How is the center facility maintained? • Does the administrator have knowledge of licensing standards as well as state and federal laws (e.g., ADA, IDEA) as they relate to services and accommodations for children with special needs?
Development & Maintenance of Programming Services for children with disabilities	<ul style="list-style-type: none"> • How does the director create a learning community of children and adults to promote optimal child development and healthy families? • Does the administrator implement program practices that support families of diverse cultural, ethnic, linguistic, and socioeconomic backgrounds?
Record Keeping Personnel records Children's records Licensing forms and updates	<ul style="list-style-type: none"> • How does the director establish systems for smooth program functioning and managing staff to carry out the mission of the program? • How are systems established to monitor and evaluate organizational performance and to managing organizational changes? • Can the administrator use the computer for program administrative functions?
Business Management Financial Record Keeping and documentation	<ul style="list-style-type: none"> • How does the administrator complete the financial forms and functions to • Manage and plan the business • Assess the readiness of growth • Communicate with funders • Meet licensing standards?

Responsibility	What you could observe
	<ul style="list-style-type: none"> • ECE childcare licensing regulations address the financial stability of programs. Programs are expected to maintain accurate financial. As an administrator, you will use four basic financial tools: budgeting, statement of activities and income, balance sheet, and cash flow statement. • Source for types of planning and adherence to requirements: • Income-Based Eligibility: Many early childcare programs, such as Head Start and Early Head Start, have income eligibility requirements. Families must meet specific criteria, often based on federal poverty guidelines, to qualify for these programs. • State and Local Assistance: States and local organizations may offer financial assistance to help families with childcare costs. These assistance programs may include child care vouchers, scholarships, or cash assistance. • California State Preschool Program (CSPP): The California State Preschool Program (CSPP) serves 3- and 4-year-old children from income-eligible families, with eligibility based on family income being at or below 100% of State Median Income (SMI). • Child Care and Development Fund (CCDF): The Child Care and Development Fund (CCDF) provides financial assistance to working families with low incomes to afford early care and afterschool programs. • Local Assistance: Local non-profit organizations and individual childcare providers may also offer fee assistance or scholarships to help families afford childcare, according to childcare.gov.
Human resources Supervision Staff Development Staff Orientation	<ul style="list-style-type: none"> • How are staff recruited, selected, and oriented? • How does the administrator supervise, retain, and provide/offer professional development? • How does the administrator evaluate ethical and moral dilemmas based on the NAEYC code of ethics? • How effectively does the administrator develop effective promotional literature, handbooks, newsletters, and press releases?

Responsibility	What you could observe
Collaboration with Families and the Community	<ul style="list-style-type: none"> • How does the administrator establish partnerships with program staff, family members, board members, community representatives, civic leaders, and other stakeholders to design and improve services for children and their families? • How does the administrator evaluate ethical and moral dilemmas based on the NAEYC code of ethics?
Advocacy	<ul style="list-style-type: none"> • How does the administrator act and encourage others to take action to advocate for high quality services that meet the needs of children and their families? • Does the administrator possess knowledge of the legislative processes, social issues, and public policy affecting young children and their families? • How does the administrator evaluate ethical and moral dilemmas based on the NAEYC code of ethics?

Collecting Evidence

- Photos with captions
- Administrative Plan
- Personnel Policies
- Program Policies
- Staff Records
- Child Records
- Required Postings (photos of how documents are posted in the program)
- Child Care Center License: The original license issued by Community Care Licensing must be posted in a prominent and accessible location.
- Notification of Parents' Rights Poster: This poster ([PUB 393](#)) outlines parents' rights and responsibilities related to their child's care.
- Caregiver Background Check Process Form: While not a posting, licensees must provide the ([LIC 995E](#)) form to parents at the time of enrollment, outlining the background check process.
- Emergency Procedures: Information about emergency procedures ([LIC 610](#)), including evacuation plans and contact information for emergency services, should be clearly posted.
- Daily Schedule: A daily schedule of activities should be posted for parents to see.
- Menu: If meals are provided, a menu should be posted.

Guidance and Regulatory Requirements

In the administration and supervision of Child Development and Early Care, a foundational understanding of key regulatory and guidance documents is essential for all professionals. These documents provide the framework for high-quality care, education, and professional conduct, ensuring the well-being and optimal development of young children. As you progress through this text and related modules, you will frequently encounter references to the following indispensable resources:

1. **California Education Code, Title 5:** This body of regulations, often referred to simply as "Title 5," governs educational programs in California, including those related to child development. For early care and education, Title 5 outlines requirements for curriculum, teacher qualifications, program standards for state-funded preschool and child development programs, and administrative procedures. Adherence to Title 5 ensures that programs meet state educational objectives and provide appropriate learning experiences.
2. **California Code of Regulations, Title 22 (Social Services):** "Title 22" of the California Code of Regulations specifically pertains to community care licensing, which includes childcare centers and family childcare homes. This title details the minimum health and safety standards that all licensed facilities must meet. These regulations cover a wide range of critical areas such as facility sanitation, nutrition, adult-to-child ratios, group sizes, safe sleep practices, emergency preparedness, and staff qualifications. Understanding Title 22 is paramount for ensuring a safe, healthy, and legally compliant environment for children.

You can find both of the links for [Title 5 and Title 22 here](#). You will find it on the Department of Social Services web page under Regulations.

3. **Developmentally Appropriate Practice (DAP) Philosophy:** Developed by the National Association for the Education of Young Children (NAEYC), Developmentally Appropriate Practice (DAP) is a cornerstone philosophy in early childhood education. DAP emphasizes teaching and caregiving that is:
 - appropriate for the age
 - individual needs
 - cultural context of each child.

It encourages educators to create learning environments and experiences that are challenging yet achievable, foster active learning, and respond to children's emerging interests and abilities. While not a legal mandate like Titles 5 and 22, DAP provides a comprehensive pedagogical framework that guides curriculum development, teaching strategies, and assessment in high-quality early childhood programs.

Review the following list of resources located to the right on the [NAEYC's website](#) page:

- [Defining DAP](#)
- [Core Considerations](#)
- [Principles of Child Development and Learning](#)

- [Guidelines for DAP](#)
- [Creating a Community of Learners](#)
- [Engaging in Community Relationships](#)
- [Observing and Assessing Children’s Development](#)
- [Teaching to Enhance Development and Learning](#)
- [Planning an Engaging Curriculum](#)
- [Demonstrating Professionalism](#)
- [Recommendations for Implementing DAP](#)
- [Recommendations for Programs](#)

4. **Early Childhood Education Code of Ethics:** The Code of Ethical Conduct and Statement of Commitment, also published by NAEYC, provides a set of principles and guidelines for ethical behavior in the early childhood profession. This code addresses professional responsibilities to children, families, colleagues, the community, and the profession itself. It guides practitioners in making sound moral and ethical decisions in complex situations, promoting integrity, respect, and responsibility in their interactions and practices. Adhering to the Code of Ethics is crucial for building trust, maintaining professional standards, and advocating for the best interests of young children and their families.

Review the Code of Ethics on [the NAEYC website](#). You can download or print the document provided. It provides guidance for all educators.

Here you will find the [Code for Administrators on the NAEYC website](#) and can lead your own practice as leadership of your program. Review the document in its entirety.

Throughout this textbook and your associated learning modules, these documents will serve as critical reference points. They will inform discussions on program quality, curriculum design, health and safety protocols, professional conduct, and advocacy for young children. A thorough understanding of each of these resources is not merely a matter of compliance, but a fundamental commitment to providing exceptional early care and education.

Mentoring and Coaching

Take a look at the differences provided by the Center for the study of Child Care Employment, [Mentoring and Coaching Distinctions in practice](#).

And [Exploring the Coaching Role in Early Childhood Education Professional Learning](#)

And [How Mentorship Can Transform Early Childhood Education](#)

And [Foundations of Coaching in Early Childhood: Partnering with Parents and Professionals](#)

Lastly [Guidelines for Head Start Mentorship](#).

Challenges

Read the situations below and then answer the questions listed at the end:

Situation 1: Fiscal Matters

The mother of a child in your school is a single parent. She has fallen behind on her tuition payments and is currently 2 months in arrears. She was arrested on drug charges about a month ago. Right now she is in jail trying to make bail. The child is staying with the maternal grandmother who works and brings him to the center. Several families are waiting for a space in the center. They are financially qualified and anxious for their children to be enrolled. Should the center's policy for prompt payment of tuition be disregarded, upheld, or revised?

1. What core value(s) apply in this situation?
2. To whom do you have responsibilities?
3. What guidance can you find in the Code? List the relevant items from the Code and their letters (be sure to look in all 4 parts and at Ideals and Principles)
4. Based on your analysis of the guidance from the Code what do you think "the good early childhood educator" should do in this situation?

Situation 2: Making an exception

A parent asks if he can bring a young sibling to a parent workshop even though there is a policy that younger siblings should not be brought to school. You have had problems with parents violating the no sibling rule but you also think this parent could benefit greatly from the content of the workshop.

1. What core value(s) apply in this situation?
2. To whom do you have responsibilities?
3. What guidance can you find in the Code? List the relevant items from the Code and their letters (be sure to look in all 4 parts and at Ideals and Principles)
4. Based on your analysis of the guidance from the Code what do you think "the good early childhood educator" should do in this situation?

Situation 3: Making an exception

A teacher in the program has worked in a multi-cultural, multi-lingual program for many years. She speaks English and Spanish and uses both languages in her classroom—for conversing with children and other adults, for labeling the bookshelves, etc. She also has several Vietnamese children who do not speak English in her group. She asked their parents to teach her some words in Vietnamese so that she can help children with routines and in their play—words such as "bathroom," "outside," "inside," and "lunch." Several parents whose home language is Spanish are concerned that their children will not learn English if she keeps speaking Spanish in the classroom. And, the Vietnamese families do not want their children speaking Vietnamese in the classroom. They want her to have "English lessons" for the toddlers and preschoolers. How would you advise her?

1. What core value(s) apply in this situation?
2. To whom do you have responsibilities?
3. What guidance can you find in the Code? List the relevant items from the Code and their letters (be sure to look in all 4 parts and at Ideals and Principles)
4. Based on your analysis of the guidance from the Code what do you think “the good early childhood educator” should do in this situation?

Feeney, S., Freeman, N. & Pizzolongo, P. (2008) Professional Ethics: Applying The NAEYC Code

Challenge 2



Figure 12 "[captains-hat-rz](#)" by Titanic Belfast, Flickr, is licensed CC BY 2.0

Wearing a captain's hat and thinking like a supervisor; imagine how you will use Core Competencies to meet the expectations outlined in the Childcare Regulations. In your field placement, how are you seeing the Administrator using Core Competencies to meet Regulation expectations for supervision? If you were a consultant to the program, what changes might you suggest? Observe and interview the administrator to find the answers to:

Ask the Program Administrator for a copy of the Staff Supervision plan which outlines the procedure for regular, ongoing supervision of all educators, as appropriate to their positions. Does the plan include:

- Observation of educators while working with children at least every 2 months by a staff with lead teacher, site coordinator or higher qualifications?
- Consultation with educators regarding children's individual needs and communication with families?
- Documentation of all observations and consultations?

Is there an annual written evaluation of the performance of each educator?

1. Are educators observed as part of the evaluation process?
2. Is oral and/or written performance feedback provided to educators?
3. Does the evaluation include training and professional development needs?
4. Is there an opportunity for each educator to provide input, read, comment on and sign his or her annual evaluation?

Challenge 3

Childcare Administration is not for everyone. Read Holly's story. Boulton, P. (2008, January). [The Child Care Director: Not just anyone can do this job!](#) *Exchange*, 16-18. After taking this course and learning more about administration

1. Are you interested in becoming a program administrator? Why or why not?
2. What did you learn in this course, that will be with you in 3 years?
3. What behavior(s) will you change as a result of the course?

How did the course improve your learning how to learn skills?

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Chapter 3: Student Records and Forms

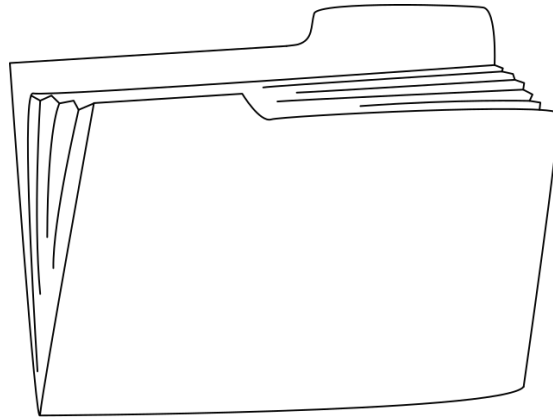


Figure 13 Folder by HD@DH.nrw | Michelle Dahlmanns is licensed CC BY 4.0

Student records are vital for maintaining comprehensive information about each child enrolled in the program. Essential forms include enrollment applications, emergency contact forms, medical authorization forms, and daily attendance sheets. These documents ensure compliance with licensing regulations and help educators respond effectively to students' individual needs and family preferences.

Read the following information on how [records should be kept and for how long](#) at the Dept. of Education website. You can find additional information on the types of records that should be maintained in the childcare programs in the [Title 5 regulations](#). Navigate to the regulation section to access Title 5.

Additionally, Title 22 outlines the [types of student records](#) that must be maintained.

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Biting Fact Sheet

For Infants, Toddlers, and Preschoolers

Biting is a common and sometimes challenging behavior in young children. While it can be frustrating for parents and caregivers, it is important to understand that biting is often a natural part of child development. With proper strategies, most children outgrow this phase.

Why Do Children Bite?

- **Infants:** Biting is often linked to teething and sensory exploration. Babies use their mouths to explore their environment.
- **Toddlers:** Toddlers may bite out of frustration as they develop language and social skills, or as a way to seek attention.
- **Preschoolers:** Biting becomes less common, but can still occur to express emotions like anger, stress, or difficulty sharing.

Common Triggers and Contributing Factors

- **Teething:** Sore gums make biting soothing.
- **Exploration:** Babies explore textures and objects by mouthing or biting them.
- **Frustration and Anger:** Toddlers may bite when words are unavailable to express feelings.
- **Overstimulation:** Noisy or crowded environments may trigger biting.
- **Attention-Seeking:** Some children bite to get a reaction from adults or peers.
- **Lack of Social Skills:** Young children may not yet understand how their actions affect others.

Prevention Strategies

- Observe patterns and identify triggers.
- Provide teething toys for infants.
- Model language for expressing emotions, such as “I’m upset” or “I need help.” Establish predictable routines to avoid overstimulation.
- Supervise social interactions closely to intervene early.
- Use positive reinforcement to encourage appropriate behaviors.

How to Respond to Biting Incidents

- Stay calm and neutral to avoid reinforcing the behavior.
- Use clear language: “Biting hurts. We don’t bite.”
- Redirect behavior by offering a teething toy or teaching words to express feelings.
- Comfort the child who was bitten and acknowledge their feelings.
- Teach empathy by explaining how biting affects others: “It made your friend sad.”
- Document the incident and inform parents or caregivers as needed.

Administering First Aid

- **Clean the Wound:** Wash with soap and water if the skin is broken.
- **Apply a Cold Compress:** Use an ice pack or cold cloth to reduce swelling.
- **Monitor for Infection:** Look for redness, swelling, or fever and seek medical attention if needed.
- **Provide Comfort:** Reassure the child who was bitten and help them feel safe.

Strategies for Ongoing Biting Behaviors

- Create a behavior plan with caregivers and teachers. Log biting incidents to identify patterns and triggers.
- Teach problem-solving skills to resolve conflicts peacefully. Use visual aids like picture charts to reinforce positive behavior. Seek professional help if biting becomes severe or persistent.

When to Seek Additional Help

- If biting becomes frequent and severe.
- If the child does not outgrow biting by the preschool years.
- If biting is associated with other concerning behaviors, such as aggression or anxiety.

Resources for Parents and Caregivers

- Provide access to books and articles on child behavior and development. Encourage participation in parenting workshops or support groups.
- Maintain open communication with caregivers to ensure consistent strategies.

Need More Information?

For further guidance or resources, please contact your child's teacher, childcare provider, or program administrator.

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Biting Incident Report Form

Incident Details

Date of Incident:

Time of Incident:

Location (e.g., classroom, playground):

Activity at the Time of Incident (e.g., free play, snack time):

Child Who Bit

Child's Name:

Age:

Classroom:

Teacher:

Has this child bitten before? Yes / No:

If yes, how many times in the past 30 days?

Possible reasons for biting: (Teething, Frustration, Attention-seeking, etc.)

Child Who Was Bitten

Child's Name:

Age:

Classroom:

Teacher:

Was the skin broken? Yes / No:

Describe the injury:

Witness Information

Names of Staff or Children Who Witnessed the Incident:

Was the incident observed by staff? Yes / No:

Detailed Description of the Incident (Describe the events leading up to, during, and after the incident.)

Actions Taken

Was first aid administered? Yes / No:

If yes, describe the first aid provided:

Were the children separated? Yes / No:

Describe any actions taken by staff:

Communication with Parents/Guardians

Parents of child who bit contacted? Yes / No:

Method of communication:

Time of notification:

Parents of child who was bitten contacted? Yes / No:

Method of communication:

Time of notification:

Behavior Plan

Is the child who bit on a behavior plan? Yes / No:

If yes, describe the behavior plan:

Follow-Up and Next Steps

Describe any follow-up steps (e.g., parent meeting, behavior monitoring):

Staff Signature

Staff Member's Name:

Signature:

Date:

[Biting Incident Form](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

Enrollment Forms

Child Information

Full Name:

Date of Birth:
Age:
Gender:
Address:
Primary Language Spoken at Home:
Desired Start Date:

Parent/Guardian Information

Primary Parent/Guardian

Full Name:
Relationship to Child:
Phone Number:
Email Address:
Address (if different from child):

Secondary Parent/Guardian (if applicable)

Full Name:
Relationship to Child:
Phone Number:
Email Address:
Address (if different from child):

Emergency Contact Information

Full Name:
Relationship to Child:
Phone Number:
Address:

Authorized Pick-Up Persons

Full Name:
Relationship to Child:
Phone Number:
Full Name:
Relationship to Child:
Phone Number:

Health Information

Pediatrician's Name:

Pediatrician's Phone Number:

Health Insurance Provider:

Policy Number:

Allergies (food, medication, environmental):

Medical Conditions:

Medications:

Are immunization records attached?

Special Needs or Accommodations: Does your child have any special needs or require accommodations?

If yes, please describe...

Dietary Restrictions:

Does your child have any dietary restrictions?:

Program Preferences

Preferred Schedule:

- ☐ Full Day
- ☐ Half Day (morning)
- ☐ Half Day (afternoon)

Days of Attendance:

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday

Parent/Guardian Agreements

By signing below, I agree to the following:

- I understand and accept the policies of the early childhood educational program.
- I authorize the program to seek emergency medical treatment for my child if I cannot be reached.
- I acknowledge that all the information provided is accurate to the best of my knowledge.

Signature (Parent/Guardian 1):

Date:

Signature (Parent/Guardian 2):

Date:

For Office Use Only

Enrollment Date:

Class/Program Placement:

Notes:

[Enrollment Form](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

Emergency Medical Authorization Form

Child Information

Child's Full Name:

Date of Birth:

Parent/Guardian's Full Name:

Address:

Phone Number(s)

Work:

Mobile:

Email Address:

Emergency Contacts

(In case the parent/guardian cannot be reached)

Contact Name:

Relationship to child:

Phone Number(s):

Address:

Medical Information

Primary Physician's Name:

Phone Number:

Preferred Hospital:

Insurance Provider:

Policy Number:

Known Allergies:

Current Medications:

Special Medical Conditions

Location and Storage of Medication & Dosage Administration

Please specify the location where your child's medication is stored at the school/program:

Dosage instructions for administering medication:

Time(s) of administration:

Any additional instructions for staff:

Authorization for Emergency Medical Treatment

In the event of an emergency, where I/we cannot be reached, I/we the undersigned parent(s)/guardian(s) of the above-named child authorize the staff of [Program/School Name] to contact and secure emergency medical treatment for my/our child. This includes, but is not limited to, contacting a physician, transporting the child to a hospital, and consenting to emergency medical care as recommended by a licensed healthcare professional.

Waiver and Release of Liability

I/we understand that all reasonable precautions will be taken to ensure the safety and well-being of my/our child. I/we hereby release, waive, and discharge [Program/School Name], its employees, volunteers, and agents from any liability, claims, or demands for any injuries or losses sustained as a result of the administration of treatment, provided such care is rendered in good faith during an emergency.

Signature Section

I/we agree to keep the child's medical information up to date and notify the school/program of any changes.

Parent/Guardian Signature:

Date:

Parent/Guardian Signature:

Date:

Parent/Guardian Signature (if required):

Date:

[Emergency Medical Authorization Form](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

Family Agreement

Family Agreement Form for Infants, Toddlers, and Preschoolers

This family agreement form outlines the terms and conditions of enrollment in our early childhood education program. It provides information about care, safety, health, parent involvement, attendance, and policies. Please review each section carefully, check the items you approve, and sign the form. Your responses help us provide the best care for your child.

Days and Hours of Attendance

Please indicate your child's attendance schedule. Regular attendance supports learning and engagement.

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday

Drop-off Time:

Pick-up Time:

Child Illness Policy

Children who are ill should remain home to prevent spreading illness. Notify the program of absences due to illness.

- ☐ I understand the child illness policy.

Meals and Nutrition Authorization

We provide nutritious meals following health guidelines. Indicate your choice regarding meals for your child.

- ☐ I authorize the program to provide meals and snacks.
- ☐ I will provide meals/snacks from home.

Medication Authorization

If medication is needed during program hours, provide clear instructions along with the medication.

- ☐ I authorize the program to administer prescribed medication.

Safety Policies

We follow strict safety protocols and conduct regular drills to ensure your child's safety.

- ☐ I agree with the safety policies.

Records and Confidentiality

Your child's records are confidential and shared only with authorized personnel unless required by law.

- ☐ I agree with the confidentiality policy.

Video and Photograph Consent

We may use photos and videos of children for educational and promotional purposes. Please indicate your consent.

- ☐ I authorize the use of photographs/videos of my child.
- ☐ I do not authorize the use of photographs/videos of my child.

Authorization for External Preparations

Please indicate the external preparations you approve for use on your child.

- ☐ Baby Wipes
- ☐ Band-Aids
- ☐ Neosporin
- ☐ Bactine
- ☐ Sunscreen
- ☐ Insect Repellent
- ☐ Non-prescription Ointments
- ☐ Baby Powder
- ☐ Other:

Field Trip and Transportation Authorization

Field trips are part of our learning experience. Please authorize your child's participation and transportation.

- ☐ I authorize my child to participate in field trips.
- ☐ I authorize the program to transport my child.

Incident Reports and Progress Conferences

We provide incident reports and offer conferences to discuss your child's progress.

- ☐ I agree to receive incident reports and participate in conferences.

Parent Handbook and Policies Acknowledgment

The parent handbook is an essential resource that outlines the program's mission, goals, and expectations for families. It provides comprehensive information about our policies on attendance, illness, safety procedures, discipline, meals, tuition, and more. By checking below, you confirm that you have received and reviewed the handbook in its entirety. You agree to adhere to the policies, procedures, and expectations outlined within.

Understanding and following the guidelines in the handbook helps ensure consistency between the program and your home, promoting a safe and nurturing learning environment. If you have any questions

about the policies or expectations described in the handbook, please feel free to contact the program director for clarification.

☐ I have received, read, and agree to follow the program's handbook and policies.

Receipt of Written Operational Policies

By signing below, I confirm that I have received and read the program's operational policies.

Signatures

Parent/Guardian Name:

Signature:

Date:

Parent/Guardian Name:

Signature:

Date:

Program Representative Name:

Signature:

Date:

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Physical Examination Form

Physical Examination Form for Early Childhood Education Program

Child Information

Full Name:

Date of Birth:

Age:

Gender:

Parent/Guardian Name(s):

Address:

Phone Number:

Pediatrician Information

Pediatrician Name:

Clinic/Practice Name:

Address:

Phone Number:

Date of Examination:

Medical History

Does the child have a history of any chronic illnesses or conditions?

Has the child had any surgeries or hospitalizations?

Are there any allergies (food, medication, environmental)?

Is the child currently taking any medication?

Immunization Record

Are the child's immunizations up-to-date?

Physical Examination

Height:

Weight:

Head Circumference (if applicable):

Blood Pressure (if applicable):

Vision Screening

Vision: Right Eye:

Left Eye:

Both Eyes:

Any concerns or follow-up needed?

Hearing Screening

Hearing: Right Ear:

Left Ear:

Both Ears:

Any concerns or follow-up needed?

Developmental Screening

Are there any concerns regarding the child's developmental milestones?

General Health Assessment

Skin:

Eyes

Ears:

Nose/Throat:

Heart:

Lungs:
Abdomen:
Extremities:
Neurological:
Other findings:

Recommendations/Restrictions

Is the child physically able to participate in an early childhood education program?
Are there any restrictions or special accommodation required for the child?
Additional Comments:

Pediatrician's Signature

Signature:
Date:

For Program Use Only

Date Received:
Received By:

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Food Allergy Action Plan

Consent for Emergency Medical Treatment

I, the undersigned parent/guardian of the child listed below, authorize the staff of [Program/School Name] to administer necessary medication and treatment in the event of an allergic reaction. I understand that every effort will be made to contact me immediately during an emergency. If I cannot be reached, I will consent to the administration of emergency medical care as recommended by a licensed healthcare professional. I also release and hold harmless the program, its staff, and medical personnel from any liability resulting from the emergency treatment administered in good faith for my child.

Child Information

Child's Full Name:
Date of Birth:
Parent/Guardian's Full Name:
Address:
Phone Number (s):
Work:
Mobile:

Email Address:

Allergy Details:

Known Allergies:

Symptoms to Watch for:

- Hives or red, itchy skin
- Swelling of face, lips, tongue, or throat
- Difficulty breathing or wheezing
- Stomach pain, vomiting, diarrhea, pale or blue skin color
- Loss of consciousness

Medication and Dosage

Medication Name:

Dosage:

Time of Administration:

Storage Location of Medication:

Special Instructions

Emergency Action Plan

TABLE 5 EMERGENCY ACTION PLAN

Question	Action
Is the child having mild symptoms (e.g., itching, hives)?	Administer antihistamine as prescribed. Monitor for changes.
Is the child showing severe symptoms (e.g., difficulty breathing)?	Administer epinephrine (if prescribed) immediately and call 911.
Has emergency medication been administered?	Stay with the child, monitor breathing, and alert emergency contacts.

Emergency Contacts

Contact Name:

Relationship to Child:

Phone Number(s)

Contact Name:

Relationship to child:
Phone Number(s)

Signature Section

Parent/Guardian Signature:
Date:
Physician's Signature (If required):
Date:

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Infant and Toddler Feeding and Care Plan

Purpose and Importance of This Form

This Infant and Toddler Feeding and Care Plan is essential for ensuring that each child's nutritional, developmental, and emotional needs are met consistently in an early childhood educational program. By collecting comprehensive information, caregivers can provide tailored care that aligns with each child's specific feeding routines, preferences, and comfort items, fostering a safe and nurturing environment. This plan also helps maintain effective communication between parents/guardians and caregivers to support the child's overall well-being.

Child Information

Name of Child:
Date of Birth:
Date of Form Completion:

Bottle Feeding Details

Is the child:

- ☐ Breastfed
- ☐ Bottle-fed
- ☐ Weaned
- ☐ Both

Does the child take a bottle? ☐ Yes ☐ No

Is the bottle warmed? ☐ Yes ☐ No

Does the child hold their own bottle? ☐ Yes ☐ No

Type of formula used:

Amount of formula given:

Last updated date of formula:

Self-Feeding Abilities

Can the child feed themselves? ☐ Yes ☐ No

Examples of food the child eats:

Solid Foods

Does the child eat solid foods? ☐ Yes ☐ No

Examples of solid foods introduced:

Pacifier Use

Does the child take a pacifier? ☐ Yes ☐ No

When does the child use the pacifier?

Food Preferences and Allergies

Food Likes:

Food Dislikes:

Known allergies:

Feeding and Sleep Patterns

Breakfast

Approximate time:

Types of food:

Approximate amount:

Lunch

Approximate time:

Types of food:

Approximate amount:

Dinner

Approximate time:

Types of food:

Approximate amount:

Morning Nap

Approximate time:

Duration:

Afternoon Nap

Approximate time:

Duration:

Additional Notes

Special instructions or preferences:

New Foods and Dietary Changes

Please note any new foods being added or other dietary changes that may be needed:

Feeding Problems

Has your child had any feeding problems? Please describe in detail:

Napping Patterns

Describe your child's present napping pattern in the main napping area:

Does your child usually cry when going to sleep? ☐ Yes ☐ No

Does your child usually cry when waking? ☐ Yes ☐ No

Do you have any special ways of helping your child go to sleep?

Elimination Patterns and Toileting/Diapering

Describe your child's toileting/diapering routine:

How often does your child need diaper changes or toileting assistance?

Child's Interests and Comforts

List your child's interests (e.g., toys, activities, hobbies):

Things that comfort your child:

Things that scare your child:

Cultural Habits/Issues

Describe any cultural habits or issues that may affect your child's behavior:

Care When Sick and Special Needs

Who cares for your child when they are sick?

Does your child have any special needs (e.g., illness, medications, treatments, allergies, food intolerances, conditions, behavior)? Please describe and have your pediatrician submit a care plan and update it every 90 days:

Surgical Procedures

Has your child had any surgical procedures? ☐ Yes ☐ No If yes, please describe:

Staff Training

What special training, if any, must the staff have to provide appropriate care?

Disease History

Please indicate which of the following diseases your child has previously experienced:

- | | |
|---|---|
| <input type="checkbox"/> Whooping Cough | <input type="checkbox"/> High Temperature (over 103°F) |
| <input type="checkbox"/> Pneumonia | <input type="checkbox"/> Neurological Conditions |
| <input type="checkbox"/> Mumps | <input type="checkbox"/> Roseola (24 hr measles) |
| <input type="checkbox"/> Chicken Pox | <input type="checkbox"/> Rubella (3 day German measles) |
| <input type="checkbox"/> Measles (10 day) | <input type="checkbox"/> Recurrent Ear Infections |
| <input type="checkbox"/> Allergies | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Eczema | |

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Daily Observation Form

Note: Please record any symptoms, scratches, bruises, illnesses, infections, injuries, physical conditions, etc., that are observed upon the child's arrival.

TABLE 6 DAILY OBSERVATION FORM

Date	Child's Name	Observations Upon Arrival/Explanation	Staff Initial

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Attendance Record

Child's Name:

School Name:

Month/Year:

TABLE 7 DAILY ATTENDANCE LOG

Child's Name	Arrival Time	Signature (Arrival)	Departure Time	Signature (Departure)

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Developmental Checklists

Development Checklist for Newborns through Preschool Age

This development checklist is designed for use in an early childhood education setting, tracking key milestones for children from birth through preschool age. It helps caregivers and teachers monitor developmental progress in physical, cognitive, emotional, and social domains. Each section is divided by age group, with specific milestones to observe and track.

Please use the checkboxes to indicate whether a child has reached each milestone. If a child has not yet met a milestone, make a note to monitor progress or plan for support as needed.

Newborn to 3 Months

- ☐ Lifts head briefly when lying on tummy
- ☐ Responds to sound by startling or calming
- ☐ Makes eye contact and follows moving objects
- ☐ Begins to smile at familiar faces
- ☐ Opens and closes fists
- ☐ Tracks moving objects with eyes
- ☐ Turns head towards familiar voices
- ☐ Coos and makes gurgling sounds

4 to 6 Months

- ☐ Rolls over from tummy to back
- ☐ Reaches for and grasps objects
- ☐ Laughs and makes cooing sounds
- ☐ Shows curiosity about surroundings
- ☐ Transfers objects from one hand to the other
- ☐ Supports weight on legs when held upright
- ☐ Enjoys looking at self in a mirror
- ☐ Responds to facial expressions

7 to 9 Months

- ☐ Sits without support
- ☐ Responds to own name
- ☐ Babbles chains of sounds (e.g., 'ba-ba')
- ☐ Displays separation anxiety with parents
- ☐ Crawls or scoots to move around
- ☐ Uses thumb and finger to pick up small objects
- ☐ Understands the word 'no'
- ☐ Plays peek-a-boo or similar games

10 to 12 Months

- ☐ Pulls to stand and cruises along furniture
- ☐ Points to objects of interest
- ☐ Uses gestures like waving 'bye-bye'
- ☐ Explores objects in new ways (e.g., banging, shaking)
- ☐ Says simple words like 'mama' or 'dada' with intent

- ☐ Begins to show preference for certain toys
- ☐ Looks at pictures in books
- ☐ Imitates simple actions and sounds

12 to 18 Months

- ☐ Takes first steps independently
- ☐ Says basic words like 'mama' or 'dada'
- ☐ Shows interest in playing with others
- ☐ Begins to follow simple directions
- ☐ Feeds self with fingers or spoon
- ☐ Claps hands and plays pat-a-cake
- ☐ Points to body parts when asked
- ☐ Enjoys scribbling with crayons

18 to 24 Months

- ☐ Kicks a ball forward
- ☐ Uses two-word phrases (e.g., 'want cookie')
- ☐ Engages in pretend play
- ☐ Demonstrates increasing independence
- ☐ Builds towers with blocks
- ☐ Shows interest in helping with household tasks
- ☐ Recognizes self in the mirror
- ☐ Begins to run and climb

2 to 3 Years

- ☐ Runs easily and climbs furniture
- ☐ Speaks in short sentences
- ☐ Participates in group activities
- ☐ Begins to take turns with others
- ☐ Sorts objects by shape and color
- ☐ Uses pronouns correctly (e.g., 'I,' 'me')
- ☐ Follows simple stories in books
- ☐ Enjoys pretend play with others

3 to 4 Years

- ☐ Hops on one foot
- ☐ Uses pronouns correctly
- ☐ Understands basic concepts like 'big' and 'small'
- ☐ Displays empathy towards others

- ☐ Draws simple shapes and figures
- ☐ Counts to five or higher
- ☐ Tells stories or describes events
- ☐ Identifies colors by name

4 to 5 Years

- ☐ Draws recognizable shapes and objects
- ☐ Counts objects and recognizes numbers
- ☐ Plays cooperatively with peers
- ☐ Follows multi-step instructions
- ☐ Ties shoes or zips clothing with help
- ☐ Writes some letters or numbers
- ☐ Knows full name and age
- ☐ Engages in conversations using complete sentences

Note

This checklist provides general examples of developmental milestones and is not intended to be exhaustive. Each child develops at their own pace, and variations are normal. If a parent or guardian has concerns about their child's development, they are encouraged to take this checklist to their healthcare provider or pediatrician for further discussion and evaluation.

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Chapter 4: Family and Guardian Manual/Handbook

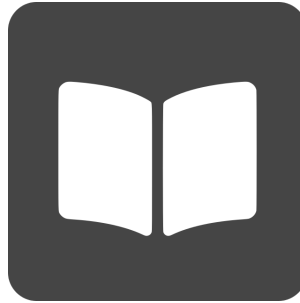


Figure 14 Square book icon by Manjiro5 is licensed CC BY 4.0

Whether called a Parent Manual or a Parent Handbook, this document clearly communicates the expectations for parents and the program's commitments to them. At a minimum, it should contain:

- Daily Schedule
- Pricing
- Health and Safety Guidelines
- Communication and Family Involvement Expectations and opportunities
- Behavior Guidance and Expectations
- Meals and Nutrition information
- Emergency Procedures
- And Additional Resources

See the examples of the types of information that can be included in the handbook/manual below.

Welcome Letter from the Director

Dear Families,

Welcome to our early childhood educational program! We are so delighted to have you and your child join our vibrant learning community. The early years of a child's life are incredibly important, as they lay the foundation for lifelong learning, personal development, and social relationships. It is our mission to provide a nurturing, safe, and stimulating environment where every child can flourish and grow into their fullest potential.

Our program is built on the philosophy that children learn best through meaningful experiences, active exploration, and caring relationships. We are committed to fostering a love of learning in each child while supporting their individual needs, interests, and developmental milestones. Through a play-based curriculum, we aim to inspire curiosity, creativity, and confidence. At the same time, we emphasize the

importance of social-emotional growth, encouraging children to build friendships, develop empathy, and express themselves effectively.

We also recognize that families are a child's first and most important teachers. Your involvement and support are essential to your child's success, and we are committed to building a strong partnership with you. Whether it's through regular communication, parent-teacher conferences, or opportunities to volunteer in the classroom, we value your contributions and insights. Together, we can create a rich and supportive learning environment where your child feels safe, respected, and loved.

This Family Manual has been carefully designed to provide you with comprehensive information about our program. It outlines our mission, philosophy, policies, and daily routines. It is an essential resource for understanding how we operate and what you can expect throughout the year. We encourage you to take the time to review it thoroughly and reach out with any questions or concerns you may have.

As the director, my role is to ensure that every child receives the best possible care and education. I am here to support not only our children but also our families and staff. Please know that my door is always open, and I am happy to discuss any ideas, feedback, or concerns you might have. Together, we can create an exceptional early childhood experience for your child.

Thank you for entrusting us with this important role in your child's life. We are honored to partner with you and look forward to a year filled with growth, discovery, and joyful learning. Here's to an exciting and fulfilling journey together!

Warm regards,

[Director's Name]

Director, **[Program Name]**

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Mission Statement

Our mission is to inspire a lifelong love of learning by fostering the intellectual, social, emotional, and physical development of each child. We believe that every child is capable, curious, and full of potential. Our goal is to provide an environment that supports their growth by offering developmentally appropriate learning experiences tailored to meet their unique needs and abilities.

We are committed to promoting diversity, equity, and inclusion, creating a space where all children and families feel welcomed, respected, and valued. By integrating innovative teaching methods and evidence-based practices, we aim to spark curiosity and foster a sense of wonder in each child. Collaboration with families is central to our mission, as we recognize that a strong partnership between educators and parents is essential for a child's success.

Through intentional planning and meaningful interactions, our program is designed to empower children to become lifelong learners, critical thinkers, and compassionate individuals who contribute positively to their communities and the world.

Educational Philosophy

Our educational philosophy is rooted in the belief that children learn best through active exploration, meaningful play, and nurturing relationships. We are guided by the following core principles:

- **Play-Based Learning:** Play is the foundation of our curriculum, as it fosters creativity, problem-solving, and social interaction. Through guided play, children develop critical thinking skills and gain a deeper understanding of the world around them.
- **Individualized Approach:** We recognize that every child is unique, with their own strengths, interests, and learning styles. Our educators adapt teaching strategies to meet each child's developmental needs, ensuring they feel supported and encouraged to reach their potential.
- **Social-Emotional Development:** Building strong social-emotional skills is a key focus of our program. We help children develop empathy, resilience, and effective communication skills, which are essential for building positive relationships and navigating challenges.
- **Family Engagement:** Families are integral to a child's educational journey. We prioritize collaboration with families, encouraging their involvement in classroom activities and maintaining open lines of communication to support their child's success.
- **Diversity and Inclusion:** We celebrate and respect the diverse backgrounds, cultures, and abilities of all children and families in our program. By fostering an inclusive environment, we aim to help children develop a sense of belonging and respect for others.
- **Holistic Development:** Our approach addresses the whole child, nurturing their cognitive, physical, social, and emotional well-being. By offering a variety of enriching experiences, we support their overall development and prepare them for future learning.

By adhering to these principles, our program cultivates a love for learning, a strong sense of self, and the skills needed for lifelong success.

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Program Overview

Our early childhood educational program is designed to provide a holistic and enriching experience for every child. By focusing on key areas of development, we create a nurturing environment that supports each child's individual journey. Our program fosters curiosity, creativity, and a lifelong love of learning through age-appropriate activities and meaningful interactions.

Key Features of the Program

- **Age-Appropriate Curriculum:** Our curriculum is carefully crafted to meet the developmental needs of each age group, fostering growth in cognitive, physical, social, and emotional areas.
- **Qualified and Caring Educators:** Our team of experienced educators is passionate about creating positive learning experiences and supporting children's unique strengths and interests.

- **Small Class Sizes:** We maintain low child-to-teacher ratios to provide personalized attention and encourage strong relationships.
- **Diverse Learning Opportunities:** From hands-on activities and outdoor exploration to art, music, and science, our program offers a wide range of experiences to spark children's curiosity.
- **Focus on Social-Emotional Development:** We prioritize helping children build empathy, resilience, and interpersonal skills through guided interactions and collaborative play.

Program Objectives

Our program objectives are designed to promote holistic development and prepare children for future success. These include:

- **Fostering Independence and Confidence:** Encourage children to make choices, solve problems, and develop a sense of responsibility.
- **Supporting Cognitive Development:** Provide opportunities for critical thinking, creativity, and curiosity through engaging and challenging activities.
- **Enhancing Social-Emotional Skills:** Teach children to communicate effectively, build friendships, and regulate emotions in a supportive environment.
- **Promoting Physical Development:** Incorporate activities that strengthen fine and gross motor skills, coordination, and overall physical well-being.
- **Celebrating Diversity and Inclusion:** Create an environment where all children and families feel respected and valued, fostering a sense of belonging.
- **Encouraging Family Collaboration:** Partner with families to support children's learning and growth, recognizing the vital role of parents and caregivers.

By integrating these objectives into our daily practices, we ensure that children leave our program with the confidence, skills, and love for learning that will guide them through future stages of their educational journey.

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General Program Information

Enrollment Policies

Enrollment in our program is open to children from infancy through preschool age. Families are encouraged to begin the enrollment process early, as spaces are limited and fill quickly. The following steps must be completed for successful enrollment:

1. **Application Form:** Submit a completed application form with all required information.
2. **Health Records:** Provide up-to-date immunization and health records, including any relevant medical documentation.
3. **Emergency Contact Information:** Complete emergency contact and authorized pickup forms.

- 4. Orientation Session:** Attend a mandatory orientation session to learn about our program and policies.

Enrollment is finalized once all required documentation and applicable fees are received. For details on tuition and financial assistance, please contact our administrative office.

Pricing and Tuition

Our tuition structure varies by age group and program type. Below are the pricing details:

Infants (6 weeks - 12 months):

Full-Day Program: \$1,500 per month (8:00 AM - 5:00 PM)

Half-Day Program: \$900 per month (8:00 AM - 12:00 PM)

Drop-In Care: \$100 per day (based on availability)

Toddlers (1 - 3 years):

Full-Day Program: \$1,200 per month (8:00 AM - 5:00 PM)

Half-Day Program: \$750 per month (8:00 AM - 12:00 PM)

Drop-In Care: \$80 per day (based on availability)

Preschoolers (3 - 5 years):

Full-Day Program: \$1,000 per month (8:00 AM - 5:00 PM)

Half-Day Program: \$600 per month (8:00 AM - 12:00 PM)

Drop-In Care: \$60 per day (based on availability)

Registration Fee: \$100 (non-refundable, due upon enrollment)

Sibling Discount: 10% off for each additional child enrolled from the same family.

Payment is due on the 1st of each month. Late payments may incur additional fees. For families requiring financial assistance, we offer a limited number of scholarships or sliding scale options. Please reach out to the administrative office for more details.

Daily Schedules by Age Group

Our daily schedules are tailored to the developmental needs of each age group. Below are sample schedules for infants, toddlers, and preschoolers:

Infants (6 weeks - 12 months):

8:00 AM	Arrival and Morning Routine
9:00 AM	Sensory Play and Exploration
10:00 AM	Snack/Feeding
10:30 AM	Nap Time

12:00 PM	Lunch/Feeding
1:00 PM	Tummy Time and Motor Skill Activities
2:30 PM	Snack/Feeding
3:00 PM	Outdoor Stroll or Indoor Play
4:30 PM	Quiet Time
5:00 PM	Dismissal

Toddlers (1 - 3 years):

8:00 AM	Arrival and Free Play
9:00 AM	Morning Group Time
9:30 AM	Curriculum Exploration (Art, Blocks, Science)
10:30 AM	Outdoor Play
11:30 AM	Lunch
12:30 PM	Nap/Rest Time
2:00 PM	Storytime and Group Activities
3:00 PM	Afternoon Snack
3:30 PM	Music, Movement, or Creative Play
5:00 PM	Dismissal

Preschoolers (3 - 5 years):

8:00 AM	Arrival and Morning Meeting
8:30 AM	Curriculum Exploration (Math, Literacy, Science)
10:00 AM	Outdoor Exploration and Gross Motor Play
11:30 AM	Lunch
12:30 PM	Quiet Time or Independent Reading
1:30 PM	Enrichment Activities (Art, Music, STEM)
3:00 PM	Snack
3:30 PM	Group Games and Problem-Solving Activities
5:00 PM	Dismissal

Health and Safety Guidelines

The health and safety of our children and staff are our top priority. Our policies include:

- **Illness Policy:** Children who exhibit signs of illness, such as fever, vomiting, or diarrhea, must stay home and may only return after being symptom-free for at least 24 hours.
- **Hand Hygiene:** Children and staff practice frequent handwashing, especially before meals and after outdoor play.
- **Sanitization:** Toys, classroom materials, and common areas are cleaned and disinfected daily.
- **Emergency Preparedness:** Staff members are trained in CPR and first aid. Regular fire, evacuation, and safety drills are conducted to ensure preparedness.

- **Allergy Awareness:** Our program is allergy-aware, and we take precautions to prevent exposure to allergens. Families must inform us of any allergies or dietary restrictions.

Our team is committed to maintaining a safe and healthy learning environment at all times.

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Understanding the Registration Process

The registration process for our early childhood education program is designed to ensure a smooth and organized transition for your child into our learning environment. Families are required to complete a comprehensive application form that includes detailed information about the child's background, health records, immunization history, and any special needs or accommodations. This allows us to create a tailored approach to meet your child's individual needs.

Once the application form is submitted, families must also provide a non-refundable registration fee to secure their child's spot in the program. Our administrative team will then review the application and schedule an orientation session. During this session, families will meet with staff, tour the facilities, and discuss program policies and procedures. Attendance at this orientation is mandatory to ensure all families fully understand the expectations and resources available.

We encourage families to register as early as possible, as spaces in our program are limited and highly sought after. Priority enrollment may be given to siblings of currently enrolled children or families referred by staff. Should a family need to withdraw their child after registration, written notice must be provided within the timeframe specified in our withdrawal policy.

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Tuition, Fees, and Payment Schedule

Our tuition structure is designed to provide flexibility while maintaining the highest quality of education and care. Tuition rates are based on the age of the child and the type of program selected (full-day, half-day, or part-time). A detailed tuition guide is available to help families choose the best option for their needs.

Tuition payments are due on the 1st of each month. Families may choose from several payment methods, including online payment, checks, or auto-debit. A late payment fee will be assessed if tuition is not received by the 5th of the month. Consistent late payments may result in a review of the child's enrollment status. We also offer limited financial assistance to qualifying families. Applications for financial aid must be submitted along with the required documentation to determine eligibility.

In addition to monthly tuition, families are responsible for a one-time registration fee and an annual materials fee, which helps cover classroom supplies and program enhancements. These fees are non-

refundable. We aim to provide a transparent and straightforward fee structure, and our administrative team is always available to address any questions or concerns.

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Late Pick-Up and Fees

Our program has established specific drop-off and pick-up times to ensure smooth transitions and maximize the routines, and learning experience for each child. It is essential that families adhere to these times, as late pick-ups can disrupt the program's operations and staff schedules.

A late pick-up fee will be charged for any family arriving after the designated dismissal time. The fee is calculated at \$XX per [time increment, e.g., 15 minutes], and families will be invoiced at the end of the month. Chronic late pick-ups may result in a formal review with program administrators and could potentially impact the child's enrollment.

We understand that occasional emergencies may arise, and we encourage families to notify the program immediately if they anticipate being late. Communication allows us to make necessary adjustments and ensure the safety and supervision of your child. However, repeated occurrences may still result in the application of late fees.

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Attendance: Arrival and Dismissal Procedures

Consistent attendance is crucial for children to benefit fully from our program. To support this, we have established clear arrival and dismissal procedures. Families are required to accompany their child into the classroom each morning and sign them in using the designated attendance system. This helps ensure accountability and provides an opportunity for brief communication between parents and teachers.

Arrival time begins at [specific time], and we ask that all children arrive by [cutoff time] to participate in the morning's activities. Late arrivals can disrupt the class and hinder your child's ability to engage in the full learning experience. If your child will be late or absent, please notify the program as soon as possible so we can adjust plans accordingly.

Dismissal procedures are equally important for ensuring the safety and security of all children. Parents, guardians, or authorized individuals must present valid identification when picking up a child. Children will only be released to individuals listed on the authorized pick-up form. Families are encouraged to update these forms regularly to reflect any changes.

To streamline the dismissal process, we have designated pick-up zones and times. Families are asked to wait patiently during dismissal and follow staff instructions to ensure a safe and orderly process. Consistent communication and adherence to these procedures help create a positive and efficient experience for everyone.

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Parking

Parking for families is available in designated areas near the entrance to the program. For the safety of children, families, and staff, please adhere to the following guidelines:

- Use the marked parking spaces and avoid blocking fire lanes or driveways.
- Do not leave vehicles unattended with engines running.
- Follow all posted signs and speed limits to ensure a safe environment.

Parents/guardians are encouraged to arrive early to secure parking and allow time for drop-off and pick-up without rushing. If you encounter any parking issues, please report them to the administrative office immediately.

Attendance and Absences

Consistent attendance is essential for your child's development and learning. Please notify the program by [specific time] if your child will be absent. Extended absences require prior approval and may require additional documentation.

Late arrivals can disrupt classroom activities and hinder your child's participation. If you expect to arrive late, please inform your child's teacher. Chronic absenteeism or tardiness may result in a meeting to discuss strategies for improving attendance.

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Transportation Verification

Families who use transportation services for their children must complete a Transportation Verification Form. This form includes:

- Authorized pick-up and drop-off locations.
- Contact information for drivers and transportation companies.
- Emergency protocols and permissions.

Children will only be released to authorized transportation providers listed on the verification form. Families are responsible for notifying the program of any changes to transportation arrangements in advance.

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Cultural Sensitivity Policy

Our program celebrates diversity and is committed to creating an inclusive environment. We encourage families to share cultural traditions, stories, and activities to enrich the learning experience.

Staff receive ongoing training in cultural competency to ensure respectful and equitable treatment of all children and families.

Discrimination or harassment of any kind will not be tolerated.

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Child Abuse and Neglect Policy

Our program is committed to the safety and well-being of all children. All staff are mandated reporters and are legally required to report any signs of child abuse or neglect to the appropriate authorities.

If a staff member suspects abuse or neglect, they will follow established reporting procedures and document the incident.

Families will be informed of our responsibilities as mandated reporters during orientation.

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Teacher-Family Conferences

We believe in building strong partnerships with families through regular communication. Teacher-family conferences are held twice a year to discuss your child's progress, strengths, and areas for growth. Additional conferences can be scheduled upon request.

During conferences, families are encouraged to share insights about their child's interests and needs. Together, we can create strategies to support learning at home and in the classroom.

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Discipline Policy

Our approach to discipline emphasizes positive reinforcement and teaching self-regulation.

Strategies include:

- Setting clear expectations and boundaries.
- Redirecting behavior to appropriate activities.
- Using natural consequences to teach responsibility.

Corporal punishment, humiliation, or harsh language are strictly prohibited. Families are encouraged to collaborate with staff to address challenging behaviors in a supportive and constructive manner.

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Birthday Celebrations

Birthdays are a special time, and we are happy to celebrate them in the classroom. Families may bring a small treat to share, such as fruit, but all items must be store-bought and labeled with ingredients to accommodate allergies. Please coordinate with your child's teacher at least one week in advance.

Candles, balloons, and party favors are not permitted for safety reasons. We strive to create inclusive celebrations that focus on the child's special day without disrupting the educational environment.

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Dress Code

Children should wear comfortable, weather-appropriate clothing that allows for active play and exploration. Closed-toe shoes are required for safety during outdoor and physical activities.

Please label all clothing and personal items with your child's name. Families are encouraged to provide a spare set of clothes in case of spills or accidents.

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Emergencies

Our program has a comprehensive emergency plan in place to ensure the safety of all children and staff. Regular drills are conducted for fire, severe weather, and lockdown scenarios. Emergency contact information must be updated regularly.

In the event of an emergency, families will be notified immediately through our communication system. Staff are trained in first aid and CPR to respond to medical emergencies.

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Family Expectations

Families play a vital role in creating a positive learning environment.

Expectations include:

- Communicating openly with staff about your child's needs and progress.
- Participating in program activities and events.
- Following program policies and procedures.

Mutual respect and collaboration are key to fostering a supportive community for all.

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Donations

Donations of time, materials, or funds are greatly appreciated and help enhance our program.

Examples include:

- Volunteering in the classroom or at events.
- Donating supplies such as [Examples].
- Contributing to scholarship funds or special projects.

Donations are voluntary and welcomed at any time.

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Health and Safety Policy

Maintaining a healthy environment is a top priority.

Policies include:

- Excluding sick children until they are symptom-free for 24 hours.
- Regular cleaning and sanitization of classrooms and materials.
- Promoting handwashing and hygiene practices.

Families are responsible for notifying the program of any allergies or medical conditions.

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Accidents

In the event of an accident, staff will provide first aid and document the incident. Families will receive a detailed report and be notified immediately if further medical attention is required.

Safety protocols are reviewed regularly to minimize risks and ensure a safe environment.

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Biting Policy

Biting is a common behavior among young (0-2-year-old) children and will be addressed promptly.

Strategies include:

- Observing and documenting biting incidents.
- Identifying triggers and implementing preventive measures.
- Communicating with families of both the biter and the bitten child.

Supportive interventions are used to help children develop appropriate ways to express themselves.

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Staff Member Knowledge and Education

All staff members meet or exceed state qualifications for early childhood education. Ongoing professional development includes:

- Training in child development and teaching strategies.
- Certification in first aid, CPR, and emergency preparedness.
- Workshops on diversity, inclusion, and cultural competency.

Our team is committed to providing the highest quality care and education for your child.

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Student-Educator Ratios

We adhere to the state regulations and best practices for maintaining appropriate student-educator ratios to ensure safety and quality care.

Ratios include:

- Infants (6 weeks - 12 months): 1 educator per 3 infants
- Toddlers (1 - 3 years): 1 educator per 6 toddlers
- Preschoolers (3 - 5 years): 1 educator per 10 preschoolers

These ratios allow for individualized attention and support, fostering strong relationships and effective learning environments.

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Curricular Areas

Infant and Toddler Curriculum Areas

Social and Emotional Development

Infants and toddlers are supported in developing secure attachments with caregivers. Activities focus on nurturing trust, empathy, and the ability to express emotions appropriately.

Physical Well-being and Fine/Gross Motor Development

Physical activities such as tummy time, crawling, climbing, and grasping objects help strengthen motor skills. Caregivers provide opportunities for safe exploration to encourage physical growth.

Language and Literacy

Verbal interactions, singing, and reading aloud foster early language acquisition. Caregivers use gestures, facial expressions, and simple words to promote communication skills.

Cognitive Skills

Infants and toddlers engage in activities like sorting shapes, exploring textures, and solving simple puzzles to enhance cognitive development and problem-solving abilities.

Creative Arts

Sensory-based activities such as finger painting and music exposure help infants and toddlers explore creativity and self-expression.

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Preschool Curriculum Areas

Social and Emotional Development

Preschoolers learn to build friendships, manage emotions, and resolve conflicts. Group activities and role-playing scenarios teach cooperation and empathy.

Physical Well-being and Fine/Gross Motor Development

Daily outdoor play, organized games, and activities like cutting with scissors and drawing promote both gross and fine motor development.

Language and Literacy

Storytime, phonics games, and writing exercises prepare preschoolers for reading and communication. Activities encourage vocabulary expansion and sentence formation.

Cognitive Skills

Hands-on experiments, pattern recognition, and classification games foster critical thinking and problem-solving.

Creative Arts

Art projects, dramatic play, and music encourage self-expression and innovation. Preschoolers are introduced to different mediums and cultural art forms.

Mathematics

Activities include counting, sorting, identifying shapes, and understanding basic addition and subtraction concepts.

Science

Preschoolers explore the natural world through experiments, gardening, and discussions about animals, weather, and the environment.

Social Skills

Group discussions, turn-taking games, and collaborative projects help preschoolers develop effective communication and teamwork skills.

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Diapers and Toilet

Diapers

For children who are not yet toilet-trained, our program ensures hygienic and respectful diapering procedures. Guidelines include:

- **Supplies:** Families must provide diapers, wipes, and any necessary creams or ointments labeled with the child's name.
- **Changing Area:** Diaper changes occur in a designated, sanitized area with proper hygiene protocols.
- **Frequency:** Diapers are checked regularly and changed promptly as needed.
- **Communication:** Caregivers will inform families daily about diaper changes and any concerns, such as rashes or irregularities.

Caregivers are trained in safe and sanitary diapering practices to ensure the health and comfort of each child.

Toilet Training

Our program supports families in the toilet training process, recognizing that every child develops at their own pace. Teachers and caregivers collaborate with families to create a consistent approach between home and school. Key aspects of our toilet training policy include:

- **Readiness Signs:** We encourage families to look for signs of readiness, such as staying dry for longer periods, showing interest in using the toilet, or communicating the need to go.
- **Positive Reinforcement:** Caregivers use encouragement and praise to support a child's success, avoiding any form of punishment for accidents.
- **Consistency:** Teachers will follow a schedule that aligns with the child's routine at home, ensuring a smooth transition.
- **Clothing:** Families should provide easily removable clothing and multiple changes of clothes in case of accidents.

We understand that accidents are a normal part of the learning process and treat them with sensitivity and care.

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Nutrition (Food and Meals)

We are committed to providing nutritious meals and snacks to support children's health and development. Our meal policy includes:

- **Meal Planning:** Meals meet dietary guidelines, offering a balance of fruits, vegetables, whole grains, and proteins.
- **Allergy Awareness:** Families must notify us of any food allergies or dietary restrictions. We maintain an allergy-safe environment to prevent cross-contamination.
- **Family-Provided Meals:** Families who provide meals must ensure food is properly labeled and meets any dietary requirements for their child.
- **Independence:** Children are encouraged to serve themselves, feed themselves, and clean up as appropriate to promote independence.

We foster a positive mealtime environment where children can enjoy food while developing healthy eating habits.

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Events (Open House, Family Visits, Field Trips)

Our program values family involvement and community engagement through events such as:

- **Open House:** Families are invited to visit the program, meet staff, and explore the learning environment.
- **Family Visits:** We welcome families to participate in activities, share cultural traditions, or simply observe their child's day.
- **Field Trips:** Periodic outings provide enriching learning experiences. Families will receive detailed itineraries and permission slips in advance. Volunteers are often needed to assist.

These events strengthen the connection between home and school, creating a collaborative community for children and families.

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Illness and Injury Policy

To ensure the health and safety of all children, our illness and injury policies include:

- **Exclusion for Illness:** Children with symptoms such as fever, vomiting, or diarrhea must stay home until symptom-free for at least 24 hours without medication.
- **Injury Response:** Staff are trained in first aid and CPR. Minor injuries are treated on-site, and families are notified. In emergencies, families will be contacted immediately, and appropriate medical care will be sought.

- **Daily Health Checks:** Teachers observe children for signs of illness or discomfort and notify families promptly of any concerns.

We strive to maintain a healthy environment for everyone by following strict hygiene and health protocols.

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Notification of Communicable Diseases

If a communicable disease is reported within the program, families will be notified promptly while maintaining confidentiality. Steps include:

- **Communication:** Affected families will receive information about symptoms, treatment, and prevention.
- **Exclusion:** Children diagnosed with a communicable disease must remain home until cleared by a healthcare provider.
- **Sanitization:** Additional cleaning measures will be implemented to minimize the risk of spreading the illness.

We work closely with public health authorities to ensure appropriate actions are taken.

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Weather Policy: Too Cold, Too Hot to Play Policy

Outdoor play is an essential part of our program, but extreme weather conditions are carefully monitored. Policies include:

- **Cold Weather:** Outdoor play is limited or canceled if the wind chill falls below [specific temperature] or conditions are unsafe (e.g., icy surfaces).
- **Hot Weather:** Outdoor play is limited during heat advisories. Children are kept hydrated and activities are moved indoors when the heat index exceeds [specific temperature].
- **Appropriate Attire:** Families should provide weather-appropriate clothing, such as hats, gloves, and sunscreen.

Safety is our priority, and we make adjustments to ensure children are comfortable and protected.

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Sunscreen and Sun Injury Policy

To protect children from sun exposure, our program follows these guidelines:

- **Permission:** Families must provide written consent for sunscreen application.
- **Supplies:** Families are encouraged to provide sunscreen labeled with their child's name. If not provided, the program will use a standard, hypoallergenic sunscreen.

- **Application:** Sunscreen is applied before outdoor activities and reapplied as needed.
- **Shade and Hydration:** Outdoor activities are planned to maximize shade, and children are encouraged to drink water frequently.

We aim to prevent sunburns and other sun-related injuries through proactive measures.

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Tooth Brushing Policy

Oral health is an important part of overall well-being. Our program incorporates tooth brushing into daily routines for children old enough to participate. Guidelines include:

- **Supplies:** Families are asked to provide a toothbrush and toothpaste labeled with their child's name.
- **Supervision:** Teachers guide and supervise brushing to ensure proper technique and hygiene.
- **Frequency:** Tooth brushing typically occurs after meals to promote healthy habits.

We educate children on the importance of dental care and support families in establishing routines for lifelong oral health.

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Nap and Rest Time

Our program recognizes the importance of rest for young children's growth and development. Key elements of our nap and rest time policy include:

- **Schedules:** Nap and rest periods are scheduled daily to accommodate the needs of each age group. Infants follow their individualized sleep schedules, while toddlers and preschoolers have a designated rest period in the early afternoon.
- **Environment:** Quiet, comfortable areas with dim lighting and soft music create a calm atmosphere conducive to rest.
- **Bedding:** Families must provide labeled bedding (e.g., sheets, blankets) that will be sent home weekly for laundering.
 - Program-provided cots or cribs meet safety standards.
- **Alternative Activities:** Non-napping children are offered quiet activities, such as books or puzzles, to respect the needs of others resting.

Our staff closely monitors sleeping children to ensure their safety and comfort.

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Water, Sand, and Mud Play Policy

Water, sand, and mud play are essential components of our sensory learning curriculum. These activities provide children with opportunities to explore textures, build creativity, and develop social and physical skills in a safe and supervised environment. Our policy includes the following guidelines:

Supervision and Safety

- **Constant Supervision:** Children are closely monitored during all water, sand, and mud play activities to ensure their safety and well-being.
- **Age-Appropriate Activities:** All activities are designed to align with the developmental needs and abilities of each age group.
- **Safety Guidelines:** Rules are established for safe play, such as avoiding throwing sand or splashing excessively during water activities.

Hygiene and Maintenance

- **Clean Materials:** Water, sand, and mud are regularly replaced or cleaned to maintain hygiene and prevent contamination.
- **Handwashing:** Children wash their hands before and after engaging in water, sand, or mud play.
- **Protective Measures:** Mud and water play areas are designed to minimize slips or falls, and proper drainage is ensured.

Clothing and Gear

- **Water Play:** Families should provide swimsuits, towels, and water shoes for water play days.
- **Sand Play:** Closed-toe shoes are recommended to prevent discomfort or injuries from sand.
- **Mud Play:** Families are encouraged to provide older, washable clothing and rain boots for mud play activities.

Educational Benefits

- **Sensory Development:** Children explore textures, temperatures, and movements through hands-on experiences.
- **Creativity and Problem-Solving:** Activities like building sandcastles, creating mud art, or experimenting with water flows foster creativity and critical thinking.
- **Social Interaction:** Group activities encourage sharing, teamwork, and communication skills.

We encourage families to embrace the benefits of water, sand, and mud play and to provide appropriate clothing and gear for their child's participation. These activities support holistic development while providing endless fun and exploration.

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Open Door Policy

We maintain an open-door policy to foster transparency and collaboration with families. This policy means:

- **Visits:** Families are welcome to visit the program at any time during operating hours without prior notice.
- **Communication:** Families are encouraged to observe activities, meet with teachers, and discuss their child's progress.
- **Involvement:** We value family input and invite them to participate in special events, classroom activities, and planning discussions.

While visits are encouraged, we ask families to respect classroom routines and notify staff upon arrival.

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Personal Belongings and Cubby Space

Each child is assigned a personal cubby space for storing belongings. Guidelines include:

- **Items to Bring:** Families should provide appropriate clothing for the weather, a spare set of clothes, bedding for rest time, and any required comfort items (e.g., pacifiers, blankets).
- **Labeling:** All items must be labeled with the child's name to prevent loss or mix-ups.
- **Toys from Home:** To avoid conflicts and distractions, toys from home are generally discouraged unless it is part of a designated show-and-tell activity.
- **Responsibility:** While staff encourage children to maintain their cubby spaces, families should regularly check and restock necessary items.

We aim to create a respectful and organized environment for personal belongings.

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Transitions During the Day and Between Classroom Age Ranges

We prioritize smooth transitions to minimize stress and support children's development. This includes:

- **Daily Transitions:** Clear routines, visual cues, and verbal reminders help children move between activities (e.g., playtime to lunch, indoor to outdoor).
- **Classroom Transitions:** When children are ready to move to the next age group, families are notified in advance.

Transition plans include:

- Gradual visits to the new classroom.
- Introduction to new educators and peers.
- Discussion with families about developmental milestones and expectations.

Transitions are tailored to each child's readiness and comfort.

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Zero Tolerance Policy

Our program has a zero-tolerance policy for behaviors and actions that compromise the safety and well-being of children, staff, or families. This includes:

- **Bullying and Aggression:** Acts of verbal, physical, or emotional harm are not tolerated.
- **Substance Abuse:** The presence of drugs, alcohol, or illegal substances on program premises is strictly prohibited.
- **Weapons:** Weapons of any kind are banned from the facility.
- **Discrimination:** Harassment or discrimination based on race, ethnicity, religion, gender, or other personal characteristics is not accepted.

Violations of this policy will result in immediate action, including removal from the program if necessary. Our goal is to maintain a safe, inclusive, and respectful environment for all.

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Chapter 5: Nutrition

Overview

Early childhood programs are responsible for making sure children have nourishing, clean, safe, and developmentally appropriate food as well as clean drinking water. Food is essential in any early care and education setting to provide energy and nutrients needed during the critical period of growth and development. Meals and snacks should be relaxed and pleasant to support healthy digestion and positive social behavior.

Unfortunately, [NAEYC](#) reports that roughly 4 million children under age twelve go hungry each day. Research demonstrates that children who are in need of adequate nutrition are more likely to have health problems and to have difficulty in school. There are several programs such as [Child and Adult Care Food Program \(CACF\)](#) that help early childhood programs pay for meals and snacks.

The Administrator's Role

As an administrator, you need the knowledge and skills to support nutrition and food service in the early childhood program. The [competencies](#) include:

1. Executing nutritional and health requirements for food service that support children from diverse cultural, ethnic, and socioeconomic backgrounds
2. Understanding the biological, environmental, cultural, and social influences affecting
3. children's growth and development from prenatal through early adolescence
4. Implementing practices that promote good nutrition, dental health, and physical health of infants-toddlers, preschool, and kindergarten children
5. Modeling healthful lifestyle choices

You may be familiar with these topics from previous coursework. However, I wonder if more education on the topic of nutrition and food service is needed. In supervising students, I have observed ineffective practices. Are you seeing?

- Not enough food is available to satisfy children.
- Adults determine how much food is placed on children's plates.
- Adults insist that children eat more or less than they want.
- Children are required to eat all the food on their plates.
- Adults talk negatively about children's eating characteristics to colleagues or families, within hearing range of children.
- Adults compare children's behaviors and characteristics as a strategy to get children to eat.
- Mealtime is rushed.
- Children have few choices such as: portion sizes are pre-determined, or children have to eat all the food on their plates.
- Adults are unavailable to model eating and mealtime skills.
- Adults serve all foods onto children's plates.

- Children's sole utensil is either a spoon or a fork.
- Children are served only finger foods.
- Most of the adults' responses are brief, including comments such as, "Oh, really," or "Uh Uh."
- Children are asked to be silent at meals.
- Nearly all of the adults' comments are directive and/or corrective.
- Adults discourage conversation by hurrying children's comments and responses.
- Adults sometimes leave the room during part of the mealtime.
- Adults offer little or no assistance to children.
- Adults over-help children to the point of interfering with their independence and learning.

As you read the resources, look for **solutions** to the ineffective practices listed above.

Resources

1. American Academy of Pediatrics (AAP) [Healthy Children website](#). See Healthy Living and select Nutrition pages for articles and guidelines.
2. [KidsEatRight.org website](#) is a source for scientifically-based health and nutrition information to help children grow healthy.
3. Curtis D. (2010, November). Seeing children's pleasure with food. *Exchange* (196):24-25.
4. Bessie Tartt Wilson Initiative for Children (2015). [Eating to Learn: Increasing Participation in the Child and Adult Care Food Program. Technical Report.](#)

What aspects of Nutrition and Food Service do I look at?



Figure 15 Healthy foods by formulatehealth is licensed CC BY 2.0

Begin to notice how your program supports nutrition and food service. How do they comply with the state regulations or legal obligations which is on one side of the bridge? In California programs are required to comply with the following [regulations](#) from the United States Department of Agriculture (USDA). Look at The CACFP Meal Patterns for specifics. They are divided into:

- Meal Patterns for Infants
- Meal patterns for children

Each one provides the types of food as well as serving sizes.

Some of the requirements include:

- The program must implement a nutrition program that meets the U.S.D.A. guidelines for all children.
- All educators must receive basic training in:
 - USDA nutrition requirements
 - food choking hazards.
- Educators must follow parents' or physicians' orders in the preparation & feeding of special diets to children.
- Educators must follow the directions of the parents and /or the child's physician regarding any food allergies of a child.
- When program provides meals and snacks for children:
 - Serve a variety of nutritious foods;
 - Prepared and served in a safe and sanitary manner;
 - Foods are not served beyond their recommended dates of use;
 - Store all food in clean, covered containers;
 - Properly wash and sanitize all bottles, eating utensils, drinking utensils, dishes, and preparation utensils after each use;
- Post written menus, including snacks, for each week;
- The program must provide refrigeration and storage for food at not less than 32° F, nor more than 40° F for all food requiring refrigeration. Thermometers must be maintained in all refrigerators.
- Eating and drinking utensils must be free from defects, cracks and chips and appropriate to the ages and needs of the children, including children with disabilities.
- Meal schedules must be appropriate to the ages of the children served.
- During meal and snack times, educators must:
 - be present, interacting with and assisting children;
 - allow children to eat at a reasonable, leisurely rate;
 - encourage children to serve themselves, when appropriate;
 - ensure that each child receives an adequate amount and variety of food;
 - help children with disabilities to participate in meal and snack times with their peers;
 - encourage children to eat a well-balanced diet;
 - offer alternative activities for children who have finished their snack or meal.
- Provide a source of sanitary drinking water located in or convenient to rooms occupied by children.
- Offer water to children at frequent intervals and upon request by children.
- Additional Requirements for Small Group and School Age and Large Group and School Age Child Care.
- Designate one person to be responsible for the food program.
- If the program provides food that is prepared off-site, and the food must be transported to the program, it will be in appropriate sanitary containers and at appropriate temperatures.

- The program must support parent choice regarding meals to the extent that such choice does not adversely affect a child's health.

Now let's examine best practices as defined by the [USDA](#) and [Head Start](#) which are the "other side of the bridge". I encourage to read the module [Family Style Meals](#) for an example of best practices. The [USDA has created a manual](#) for guidance on family-style meals.

Thinking of your program, how will you begin the journey across the bridge? Read Area 8 and Appendix E of the [Early Childhood Program Standards](#) and [Early Childcare Administrator Competencies](#) to guide you across.

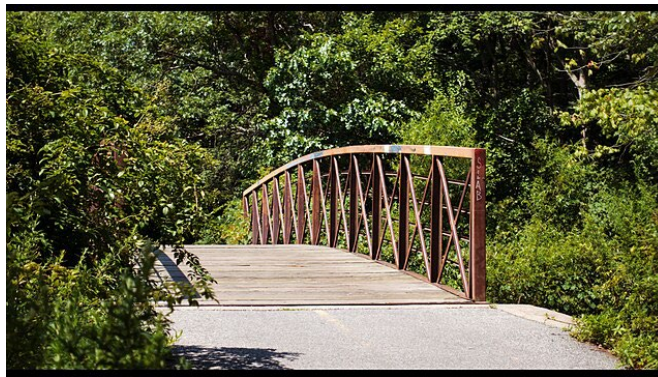


Figure 16 A Bridge in the Preserve by SavidgeMichael is licensed CC BY 4.0

The Program Standards checklist covers topics such as frequency of meals and snacks, types of foods to serve or to suggest to families to provide, communication about feeding to families, handling food allergies and preferences, food safety, and mealtime supervision.

When you observe and participate in meals and snacks, what have you seen in terms of [variety](#)? Are children eating foods high in fat, sugar, and salt? What is healthy?

For food service practices, are you observing NAEYC "best practices by sitting, eating with children, & engaging children in conversation? If the program provides food, do you serve food in containers holding multiple portions so that children serve themselves?

Other indicators of effective and best practices are described by the University of Idaho (2005) in the [Building Mealtime Environments and Relationships An Inventory for Feeding Young Children in Group Settings](#). The inventory is a rating scale with items to look for to determine best practices. For example, are you seeing:

- An ideal adult to child ratio of 1:4 at each table for toddlers and 1:6 at each table for preschoolers maintained during the mealtime.
- Adults present during the entire meal.
- Tables washed with soap and water and sanitized with non-toxic sanitizing solution before and after the meal.
- Adults and children wash hands before and after the meal.

- Staff and children use warm, running water, soap, and paper towels for handwashing.
- Each child has a plate or bowl for food to be placed on? (Eating from plates helps reduce contamination. Though food may be put on sanitized highchair trays for infants, plates should be provided for older infants and toddlers.).
- Children have adequate space to pass, serve, and eat.
- Adults ensure children use serving utensils for serving only.
- Food and tableware are removed immediately if they become contaminated.
- Spills are cleaned up immediately.
- Floors are swept and mopped after the meal to remove spills or crumbs.
- Adults sit down to supervise children before food is passed.
- Food is prepared, presented, or modified to avoid choking hazards that are common to the youngest child in the group.
- Adults are always within sight, sound, and physical response range to children.
- Adults stay with children throughout the meal.
- Adults give directions to prevent choking (i.e., keep all four chair legs on the floor, avoid talking or laughing with food in mouth, take small bites, and finish chewing before leaving the table).
- Adults provide assistance to children who gag or choke.
- Throughout the mealtime, at least one adult is in the room who is CPR and First Aid certified.

Choking is a special hazard for young children who are just developing swallowing and chewing skills. Choking on food can be fatal to children. Adults must offer mealtime settings that minimize choking hazards. Common choking hazards for young children are: raw carrots, raisins and other dried fruit, hot dogs (whole or cut into rounds), whole grapes, chunks of meat, popcorn, pretzels and chips, raw apples, peanuts and other whole nuts, and chunks of peanut butter.

- Enough food is available to satisfy individual children's hunger needs.
- Adults support children as they learn how to choose portion sizes to match how much they can eat.
- Children are not required to eat either a set amount of food, or a particular food.
- Children are not required to try or taste a food they refuse.
- Adults acknowledge children's differences and preferences for food, but do not compare children's eating characteristics.
- Food is offered at least every three hours so that children's hunger does not overwhelm their ability to self-regulate food intake.
- Food is prepared and presented so that children can eat independently.
- Adults respond calmly and non-punitively to spills and imprecise motor movements during eating and serving.
- Adults observe, assess, and act on the variations in the flow of conversations (e.g., adding vocabulary, asking open-ended questions, filling in information).
- Adults validate children's feelings and ideas, and help children process those thoughts, feelings, or ideas.
- Adults extend children's conversations by adding descriptive and action words.

- Mealtime routines are designed to guide children's skills (e.g., taking turns, learning about new foods, and practicing spearing, spreading, serving, and pouring).
- Enough staff are available to facilitate safe, smooth post-meal transitions such as toileting and transitioning to nap or other activities.
- Adults accept children's reactions to foods.
- To assure that adults' attention is on children's mealtime needs, adults have a separate meal break for their actual meal, though they eat a small meal with the children.

Summary

After completing the readings and activities you should be able to:

1. Explain the theoretical foundations of program policies regarding nutrition and food service using knowledge about child development and learning including variations in beliefs about children's development and behavioral norms as a function of community and cultural contexts as seen in your narrative draft.
2. Compare exemplary program practices as defined by NAEYC to those observed or reported a EEC licensed program in the areas of health and safety, noting areas of strength and identifying areas for improvement, making explicit suggestions for how to implement improvements as seen in your narrative draft.
3. Assess oral, written, and technological communications with families as they relate to nutrition and food service as seen in your narrative draft.
4. Analyze the skills of an effective administrator in the area of supervising, recordkeeping and reporting as seen in your narrative draft.
5. Identify resources needed to support teaching and learning across content areas as seen your narrative draft.
6. Uses effective written communication skills

Nutritious Snack Ideas for Infants, Toddlers, and Preschoolers

For Infants (6-12 months):

Ensure snacks are soft, small, and easy to swallow. Introduce one new food at a time to monitor for potential allergies.

Fruits: Mashed bananas, applesauce (unsweetened), pureed peaches, or pears

Vegetables: Mashed sweet potatoes, soft-cooked carrots, mashed peas

Dairy: Plain yogurt (unsweetened), soft scrambled eggs

Grains: Oatmeal, baby rice cereal

Protein: Avocado slices, pureed beans, tofu cubes

Allergy Substitutions:

For dairy allergies: Use coconut or almond yogurt.

For egg allergies: Replace scrambled eggs with mashed avocado.

For gluten sensitivity: Use gluten-free baby cereals or pureed quinoa.



Figure 17 Children eating healthy by U.S. Department of Agriculture is licensed CC BY 2.0

For Toddlers (1-3 years):

Offer finger foods that are easy to chew and bite-sized.

Fruits: Sliced strawberries, thin apple slices (steamed), melon cubes, seedless grapes (cut in half)

Vegetables: Soft-cooked broccoli, cucumber slices, cherry tomatoes (cut in quarters)

Dairy: Cottage cheese with fruit, cheese sticks

Grains: Whole grain crackers, toast with avocado, mini whole grain pancakes (no syrup)

Protein: Hummus with soft pita bread, yogurt with fruit, scrambled eggs

Allergy Substitutions:

For dairy allergies: Use dairy-free cheese or yogurt.

For nut allergies: Use sunflower seed butter instead of peanut or almond butter.

For gluten sensitivity: Offer gluten-free crackers or rice cakes.

For Preschoolers (3-5 years):

Encourage variety and let children help prepare snacks to engage them.

Fruits: Fruit kabobs (grapes, melon, berries), apple slices with nut butter

Vegetables: Veggie sticks with hummus (carrot, cucumber, bell peppers)

Dairy: Cheese cubes or sticks with whole grain crackers

Grains: Whole grain pretzels with nut butter, mini sandwiches (whole grain bread, turkey, and cheese)

Protein: Hard-boiled eggs, yogurt with granola, trail mix (nut-free if necessary)

Allergy Substitutions:

For dairy allergies: Use dairy-free yogurt, hummus, or vegan cheese sticks.

For nut allergies: Replace nut butter with sunflower or soy butter and offer seed-based trail mix.

For egg allergies: Offer a chickpea or lentil salad as a high-protein alternative.

Additional Allergy-Friendly Snack Ideas:

- Rice cakes with mashed banana or hummus
- Dairy-free smoothies (made with oat milk or almond milk)
- Popcorn (for older children) seasoned with nutritional yeast
- Frozen fruit popsicles (homemade, no added sugar)
- Veggie chips (baked kale, zucchini, or sweet potato chips)

Important Note:

This list is a guide intended to help parents and caregivers offer nutritious snack options for infants, toddlers, and preschoolers. Always consult with your child's healthcare provider before introducing new foods. Please be sure to read food labels carefully, especially if there are any food allergies in your child's class or childcare setting. Cross-contamination can occur in packaged products.

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Nutrition Policies and Protocols

The following policies and protocols are included in this section:

- Feeding Protocol for Infants and Breastmilk Storage Policy and Protocol
- Safe Food Storage Policy and Protocol
- Policy on Bringing Food from Home
- Foods to Avoid for Young Children

[Nutrition Policies and Protocols](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by LibreTexts

Feeding Protocol for Infants and Breastmilk Storage

Purpose

This protocol ensures that infants are fed in a safe, nurturing, and developmentally appropriate manner. It aligns with best practices and state licensing regulations to promote healthy growth and development while respecting individual feeding preferences and needs.

Feeding Guidelines

Parent/Guardian Communication

- Parents/guardians must provide a completed **Infant Feeding Plan** during enrollment.
- The plan should include:
 - Feeding schedules.
 - Types of milk (breast milk or formula) and solid foods.
 - Instructions for introducing new foods, if applicable.
 - Any known allergies or dietary restrictions.
- Updates to the feeding plan must be communicated in writing as the child's needs change.

Breast Milk and Formula Handling

- Breast Milk:
 - Must be provided in labeled bottles with the child's full name and date.
 - Stored immediately in the refrigerator upon arrival.
 - Warmed using a bottle warmer or warm water bath; never microwaved.
 - Discard any breast milk left in the bottle after feeding.
- Formula:
 - It must be provided in ready-to-feed bottles or a container with clear mixing instructions.
 - Prepared formula must be refrigerated if not used immediately and discarded after 24 hours.
 - Discard any formula left in the bottle after feeding.

Solid Food Introduction

- Solid foods will only be introduced after receiving written permission from the parent/guardian.
- Foods must be age-appropriate and follow the child's developmental stage (e.g., puree's, mashed foods).
- Staff will only serve solid food provided by parents unless the center supplies food as part of its program.

Feeding Procedure

Preparation:

1. Wash hands thoroughly before handling bottles or food.
2. Verify the child's name and feeding plan before each feeding.
3. Ensure all bottles, utensils, and feeding surfaces are clean and sanitized.

Feeding:

1. Feed infants on demand or according to their individual schedules and cues (e.g., rooting, sucking motions, or crying).

2. Hold infants during bottle feedings to foster bonding and prevent choking.
3. Never prop a bottle or leave an infant unattended during feedings.

Post-Feeding:

1. Burp the infant gently after feeding to reduce discomfort.
2. Clean all feeding items (bottles, utensils, etc.) immediately after use.
3. Record feeding times, amounts, and any observations in the infant's daily log for parents.

Safe Feeding Practices

- Always ensure infants are fed in an upright or semi-upright position to prevent choking.
- Check the temperature of warmed milk or food before feeding.
- Use only labeled and parent-provided bottles, nipples, and food items.
- Follow allergy protocols to avoid cross-contamination.

Storage and Labeling

- All bottles and food containers must be labeled with the child's name and the date they were prepared.
- Breast milk can be stored in the refrigerator for up to 48 hours and in the freezer (in labeled bags) for up to 6 months.
- Opened jars of baby food must be labeled with the child's name and refrigerated for no more than 24 hours.

Transition to Self-Feeding

- Staff will encourage self-feeding skills as infants develop (e.g., holding bottles, using spoons).
- Provide opportunities for infants to explore textures and practice self-feeding under close supervision.

Parent/Guardian Responsibilities

- Provide an adequate supply of labeled bottles, formula, breast milk, or solid foods daily.
- Update the infant feeding plan as dietary needs change.
- Communicate any concerns or special instructions with staff.

Staff Responsibilities

- Follow each child's feeding plan exactly as instructed by the parent/guardian.
- Maintain cleanliness and hygiene during all feeding-related activities.
- Document all feedings accurately and inform parents/guardians of any issues (e.g., refusal to eat, spitting up, or potential allergic reactions).

This protocol supports a safe, nurturing, and responsive approach to infant feeding while respecting family preferences and cultural practices.

[Feeding Protocol for Infants and Breastmilk Storage](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

Safe Food Storage Policy and Protocol for Early Childhood Program Purpose

This policy ensures that all food provided and prepared at the program is stored safely to prevent contamination, spoilage, and foodborne illnesses. It aligns with health and safety regulations to maintain a clean and sanitary environment for children and staff.

Policy Statement

All food items brought to or prepared at the program will be stored according to food safety standards. Staff are responsible for ensuring that food is labeled, dated, and stored in appropriate conditions to maintain freshness and safety.

Safe Food Storage Guidelines

Labeling and Dating

All food items must be clearly labeled with:

- Child's name (if provided by a parent/guardian).
- Date the food was brought to the center.
- Perishable items must be labeled with a use-by date and discarded when expired.

Storage Areas and Conditions

Refrigeration:

- Store perishable foods at or below 40°F (4°C).
- Monitor and log refrigerator temperatures daily.
- Do not overcrowd the refrigerator to allow proper air circulation.

Freezer:

- Store frozen foods at or below 0°F (-18°C).
- Label and date all items placed in the freezer.
- Follow first-in, first-out (FIFO) principles to use older items first.

Dry Storage:

- Keep non-perishable foods in a clean, dry area, away from chemicals and cleaning supplies.
- Store foods off the floor on shelves or in bins, at least 6 inches above the ground.
- Maintain dry storage temperatures between 50°F and 70°F (10°C and 21°C).

Food Handling and Preparation Protocols

Parent-Provided Food

- Food brought from home must be labeled and stored upon arrival.
- Staff will inspect food for spoilage or damage and notify parents/guardians of any concerns.
- Allergens in parent-provided food must be clearly communicated to staff to prevent cross-contamination.

Prepared Foods

- Cooked foods must be cooled quickly and stored in shallow containers to prevent bacterial growth.
- Reheat leftovers to an internal temperature of **165°F (74°C)** before serving.

Leftovers

- Leftover food served to children will not be stored for future meals and will be discarded immediately after the meal or snack period.

Cleaning and Maintenance

Regular Cleaning

- Refrigerators, freezers, and dry storage areas must be cleaned weekly or immediately if spills occur.
- Use only food-safe cleaning products to clean storage areas.

Pest Control

- Inspect dry storage areas regularly for signs of pests.
- Keep all food in sealed containers to prevent pest contamination.

Temperature Monitoring

- Maintain a log of refrigerator and freezer temperatures and check daily.
- Report and address any equipment malfunctions immediately.

Responsibilities:

Staff

- Ensure all food items are stored according to the guidelines outlined in this policy.
- Check food expiration dates weekly and discard expired items.

- Document refrigerator and freezer temperatures daily.

Parents/Guardians

- Provide food in sealed, labeled containers with the child's name and date.
- Notify the program of any dietary restrictions, allergies, or special storage needs.

Director/Administrator

- Ensure staff are trained in food safety and storage procedures.
- Conduct regular inspections of food storage areas and equipment.

Compliance

This policy complies with local health department regulations and best practices for food safety. Staff are required to follow the guidelines outlined in this policy. By adhering to this policy, the program ensures that all food provided and served is safe, nutritious, and stored properly to protect the health and well-being of children and staff.

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Policy on Bringing Food from Home

Purpose

This policy ensures that food brought from home aligns with the program's nutritional guidelines, safety standards, and allergy management protocols. It aims to promote the health and well-being of all children while respecting family preferences and cultural practices.

Policy Statement

Parents/guardians may provide food for their child as long as it complies with the program's guidelines for safety, nutrition, and allergy management. All food items must be labeled and stored properly upon arrival. The program reserves the right to restrict certain foods to protect children with food allergies or dietary restrictions.

Guidelines for Food Brought from Home

Labeling and Storage

- All food containers, bottles, and lunchboxes must be clearly labeled with:
- The child's full name.
- The date the food is brought to the center.
- Perishable items must be stored in a labeled lunchbox with an ice pack or placed in the center's refrigerator upon arrival.

- Staff will not serve unlabeled or improperly stored food items.

Food Safety Requirements

- Food must be packed in clean, sealed containers to prevent contamination.
- Hot foods must be brought in insulated containers. Staff cannot reheat or cook food unless it is part of the center's standard procedures.
- Foods that require refrigeration must be chilled before being brought to the center.

Allergy Awareness

- Parents must avoid sending foods that contain known allergens if the center has restrictions to protect children with food allergies (e.g., no nuts).
- Parents must notify the center of their child's allergies or dietary restrictions and update this information regularly.
- Staff will take precautions to avoid cross-contamination, but the center cannot guarantee an allergen-free environment.

Nutrition Guidelines

- Food from home should align with the center's commitment to providing balanced, nutritious meals and snacks.
- Avoid sending candy, sugary drinks, or foods with minimal nutritional value.
- Include a variety of fruits, vegetables, whole grains, and protein-rich foods where possible.

Special Dietary Needs

- Parents/guardians must provide a written plan for any special dietary needs or restrictions, including cultural or religious practices, and discuss it with the center director.
- For medical or therapeutic diets, documentation from a healthcare provider may be required.

Prohibited Items

To ensure safety and inclusivity, the following items are not permitted:

- Foods that are choking hazards (e.g., whole grapes, hard candy, nuts for younger children).
- Foods containing common allergens (if restricted due to a child's allergy in the center).
- Unlabeled food items.

Responsibilities

Parents/Guardians

- Provide clearly labeled food and ensure compliance with the center's guidelines.
- Inform the center of any special dietary needs or allergies.

- Ensure food is packed in safe, appropriate containers.

Staff

- Store food safely upon arrival.
- Monitor children during meal and snack times to ensure safety.
- Notify parents/guardians if there are concerns about the food provided.

Director/Administrator

- Communicate food policies to parents/guardians during enrollment.
- Ensure staff are trained in food safety, storage, and allergy protocols.
- Address any violations of the policy promptly and respectfully.

Communication and Compliance

The center will provide reminders and guidance to families about this policy regularly. Non-compliance with these guidelines may result in restrictions on bringing food from home or further discussions to resolve the issue.

This policy ensures the safe, healthy, and inclusive handling of food brought from home, protecting the well-being of all children in the program.

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Foods to Avoid for Young Children

Purpose

To ensure the safety and well-being of young children, certain foods should be avoided due to the risk of choking, allergic reactions, or limited nutritional value.

Choking Hazards

Young children are at a higher risk of choking due to their small airways and developing chewing skills. At this program, we do not provide the following foods to young children:

Whole or hard foods:

- Whole grapes (grapes should be sliced lengthwise before serving)
- Cherry tomatoes (cherry tomatoes should be sliced lengthwise before serving)
- Nuts and seeds (e.g., peanuts, sunflower seeds)
- Hard candies or lollipops
- Popcorn
- Raw vegetables (e.g., baby carrots, celery sticks. Vegetables will be served as soft, cooked options instead)

Sticky or tough foods:

- Butter spread (e.g., sunbutter) served by itself (any butter spreads will be spread thinly on bread or crackers)
- Chewing gum or marshmallows
- Sticky or chewy candies (e.g., caramels, gummy bears)

Round or cylindrical foods:

- Hot dogs (slice lengthwise and then into smaller pieces)
- Sausages (slice lengthwise and then into smaller pieces)

High-Allergy Foods

At this program we do not provide the following high-allergy foods:

- Nuts or nut butters
- Shellfish or seafood
- Honey (for children under 12 months, due to the risk of botulism)

Foods with Limited Nutritional Value

Our program limits the following food items as they provide little to no nutritional benefit:

- Sugary snacks and desserts (e.g., candy, cookies, cakes)
- Sugary drinks (e.g., soda, fruit punch, sweetened teas)
- Highly processed snack foods (e.g., chips, cheese puffs)

Special events and celebrations involving special occasion treats will be communicated in advance to parents and guardians.

Unsafe or Contaminated Foods

To prevent foodborne illnesses, avoid:

- Unpasteurized milk, juice, or cheese
- Raw or undercooked eggs, meat, or fish (e.g., sushi, runny eggs)
- Foods with added caffeine (e.g., energy drinks, chocolate in large quantities)

Foods High in Sodium or Added Sugar

Limit foods that can contribute to poor health outcomes over time:

- Packaged or processed meats (e.g., bacon, deli meats)
- Foods with high sodium content (e.g., canned soups, salted snacks)
- Sweetened cereals or granola bars

Safe Alternatives

For the young children at our program, we provide foods that are:

- Soft, easy to chew, and cut into small pieces (e.g., cooked vegetables, soft fruits).
- Nutrient-dense (e.g., whole grains, lean proteins, dairy, and a variety of fruits and vegetables).

By avoiding these risky or unhealthy foods, caregivers can ensure that mealtimes are safe, enjoyable, and nutritionally beneficial for young children.

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Meal Guidelines for Young Children

Based on USDA MyPlate guidelines, this chart provides examples of balanced meals and snacks along with recommended serving sizes for each age group. Serving sizes are approximate and can be adjusted for individual needs.

TABLE 8 HEALTHY MEAL AND SNACK EXAMPLES FOR CHILDREN AGES 1–6 YEARS

Meals & Snacks	Recommended Serving Sizes
Breakfast	
Scrambled eggs with whole-grain toast and sliced bananas	Ages 1–2: 1 egg, 1/4 slice bread, 2 tbsp banana Ages 3–4: 1 egg, 1/2 slice bread, 1/4 banana Ages 5–6: 1 egg, 1 slice bread, 1/2 banana
Oatmeal topped with diced apples and a glass of milk	Ages 1–2: 1/4 cup oatmeal, 1 tbsp apples, 1/2 cup milk Ages 3–4: 1/2 cup oatmeal, 2 tbsp apples, 3/4 cup milk Ages 5–6: 3/4 cup oatmeal, 1/4 cup apples, 1 cup milk
Lunch	
Grilled chicken strips, steamed broccoli, and brown rice	Ages 1–2: 1 oz chicken, 1 tbsp broccoli, 2 tbsp rice Ages 3–4: 1.5 oz chicken, 2 tbsp broccoli, 1/4 cup rice Ages 5–6: 2 oz chicken, 3 tbsp broccoli, 1/2 cup rice
Whole-grain pita stuffed with hummus, shredded carrots, and cucumber slices	Ages 1–2: 1/4 pita, 1 tbsp hummus, 1 tbsp veggies Ages 3–4: 1/2 pita, 2 tbsp hummus, 2 tbsp veggies Ages 5–6: 1 pita, 3 tbsp hummus, 3 tbsp veggies
Dinner	
Baked salmon, roasted sweet potatoes, and green beans	Ages 1–2: 1 oz salmon, 1 tbsp potatoes, 1 tbsp beans Ages 3–4: 1.5 oz salmon, 2 tbsp potatoes, 2 tbsp beans Ages 5–6: 2 oz salmon, 3 tbsp potatoes, 3 tbsp beans

Meals & Snacks	Recommended Serving Sizes
Turkey meatballs, whole-grain pasta, and marinara sauce	Ages 1–2: 1 small meatball, 2 tbsp pasta, 1 tbsp sauce Ages 3–4: 2 small meatballs, 1/4 cup pasta, 2 tbsp sauce Ages 5–6: 3 small meatballs, 1/2 cup pasta, 3 tbsp sauce
Snacks	
Low-fat yogurt with blueberries	Ages 1–2: 2 oz yogurt, 1 tbsp blueberries Ages 3–4: 3 oz yogurt, 2 tbsp blueberries Ages 5–6: 4 oz yogurt, 1/4 cup blueberries
Whole-grain crackers with cheese slices	Ages 1–2: 2 crackers, 1/2 slice cheese Ages 3–4: 3 crackers, 1 slice cheese Ages 5–6: 4 crackers, 1.5 slices cheese
Apple slices with sunflower butter	Ages 1–2: 1/4 apple, 1 tsp peanut butter Ages 3–4: 1/2 apple, 2 tsp peanut butter Ages 5–6: 1 apple, 1 tbsp peanut butter
Steamed carrot sticks with ranch dip	Ages 1–2: 2 carrot sticks, 1 tsp dip Ages 3–4: 3 carrot sticks, 2 tsp dip Ages 5–6: 5 carrot sticks, 1 tbsp dip

Notes

Serving sizes are approximate and can be adjusted based on a child's appetite, growth needs, and physical activity level. Encourage water between meals and snacks to maintain hydration.

Ensure any potential allergens (e.g., nuts, dairy) are introduced carefully, following parental instructions. Foods should be cut into age-appropriate sizes to prevent choking hazards. This chart provides a variety of options to meet nutritional needs and introduce healthy eating habits early.

For more information about the USDA MyPlate recommendations, visit

<https://www.myplate.gov/myplate-plan>

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Chapter 6: Health, Safety, Illness, Medication

Overview



Figure 18 Health by formulatehealth is licensed CC BY 2.0

The area of health and safety is foundational to quality childcare. Administrators need to protect children, families, and staff from illness and injury. Programs must be healthy and safe to support children’s healthy development. Community Care Licensing, in its capacity as a licensing agency, licenses all child care programs in California. CCL enforces strong licensing standards for the health, safety, and education of all children in child care.

Besides the legal issues related to health and safety, there are ethical considerations. The first most important principle in the NAEYC Code of Ethical Conduct is:

P-1.1—We shall place the welfare and safety of children above other obligations (for example, to families, program personnel, employing agency, community). This item takes precedence over all others in this Supplement. [National Association for the Education of Young Children. (2011). [Code of Ethical Conduct](#) Supplement for Early Childhood Program Administrators.]

This chapter focuses on the elements of program administration that support a solid foundation for quality. As stated in the Group Ratio and Size chapter, programs must maintain the health and safety of all the children relative to their ages and developmental stages.

The Administrator’s Role

As an administrator, you need the knowledge and skills to support health and safety in the early childhood program. The [competencies](#) include:

- Applying policies and procedures that meet state and local regulations as well as professional standards pertaining to the health and safety of young children.
- Supporting and using practices that promote good nutrition, dental health, physical health, mental health, and safety of infants-toddlers, preschool, and school-age children.

- Implementing practices indoors and outdoors that help prevent, prepare for, and respond to emergencies.
- Model healthful lifestyle choices.

You may be familiar with these topics from previous coursework. Below are resources to refresh your memory or to provide you with additional information.

Readings and Resources

1. Administration for Children and Families. (2015). [Caring for our Children Basics](#). Washington, DC: U.S. Department of Health and Human Services
2. US Environmental Protection Agency. [Healthy Child Care](#) Available at: <https://www.epa.gov/childcare>
3. California Childcare Health Program (2014) [Health and Safety Checklist for Early Care and Education Programs: Based on Caring for Our Children National Health and Safety Performance Standards](#), Third Edition. San Francisco: University of California San Francisco (UCSF) School of Nursing
4. California Childcare Health Program (2014) [User Manual: Health and Safety Checklist for Early Care and Education Programs](#). San Francisco: University of California San Francisco (UCSF) School of Nursing.

What aspects of Health and Safety do I look at?

Notice how your program supports health and safety. How do they comply with the state regulations or legal obligations which is on one side of the bridge? In California program are required to comply with the following [regulations](#) from Title 22 licensing regulations CA Dept. of Social Services websites. You can find the Health and Safety Regulation in the Child Care, [Title 22, Div 12, Chap 1, Art 4-5, Child Care Centers](#); Title 22, Div 12, Chap 1, Art 3 - Child Care Centers; and [Title 22, Div 12, Chap 1, Subchapter 2 - Child Care Centers - Infant Centers and Subchap 3, Child Care Centers - School-Age Day Care](#)

- Criminal record clearances
- Fire clearances.
- Water supply.
- Telephone service.
- Storing and dispensing medications.
- Food storage, preparation and service
- Children's accommodation.
- Hot water temperature and toilet facilities.
- Storage and disposal of solid wastes.
- Disaster and mass casualty plan
- Child's Medical Assessment
- Immunizations
- Child Records

- Discipline
- Transportation
- Daily Inspection for Illness
- Isolation for Illness
- Observation of the Child
- Responsibility for Providing Care and Supervision
- Sign In and Out
- Activities/ Napping
- Smoking Prohibition

Now let's examine best practices as defined by the National Center on Early Childhood Health and Wellness (NCECHW), and are the "other side of the bridge". The National Resource Center for Health and Safety in Child Care and Early Education (NRC) in collaboration with the American Academy of Pediatrics (AAP) manages the updating of the Caring for Our Children, 3rd Edition (CFOC3) standards. CFOC3 is a collection of 686 national standards that represent the best evidence, expertise, and experience in the country on quality health and safety practices and policies that should be followed in today's early care and education settings.

American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011). [Caring for our children: National health and safety performance standards; Guidelines for early care and education programs](#). 3rd edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.

There are many areas to consider in Health and Safety. Did you know that according to the National Safety Council, injuries are the #1 health and safety problem for children in child care settings?

You will be exploring how your program keeps children safe and healthy. Begin by looking at the postings such as a posting stating the: location of the health care policy; the name, address and telephone number of the health care consultant; the location of the first aid kit; the emergency telephone numbers; and next to each exit, emergency and evacuation procedures.

As you read and mark-up the Health Care Policy and evaluate:

- Procedures for emergencies and illness
- Plan for injury prevention including teacher walk arounds
- Assessing injuries to children in care
- Plan for managing infectious disease
- Plan for infection control
- Procedures for using and maintaining first aid equipment
- Plan for administration of medication
- Plan for mildly ill children
- Plan for meeting individual children's specific health needs
- Procedure for identifying and reporting suspected child abuse and neglect.

As you review the resources above, complete the chart below:

TABLE 9 HEALTH AND SAFETY INDICATOR STANDARD

Health and Safety Indicator Standard(s)	Caring For Our Children Standard	State Licensing
Staff-to-child ratio		
Daily health checks		
Frequency of diaper checks		
Oral hygiene		
Back-to-sleep policies		
Exclusion standards		
Sanitization of toys		
Safety checks of play equipment		
Procedures for reporting abuse and neglect		
Immunization requirements		
Emergency evacuation procedures		
Documentation for injury		



Figure 19 A Bridge in the Preserve by SavidgeMichael is licensed CC BY 4.0

Why is health and safety essential to quality education and care?

As you reflect on the reading you've done so far, consider the minimal standards for health and safety needed for licensing as compared to best practices found nationally and in other states. How does the program function in a way that enhances the health and safety of children, protects them from abuse and neglect, and educates staff, children and families concerning health and safety practices?

Also, look for answers to these questions:

- How might you adopt tools, products, and procedures that will help you practice effective cleaning, sanitizing and disinfecting that are least harmful to human health and the environment? (For help see: [Green Cleaning, Sanitizing, and Disinfecting Checklist](#) (GCC) What are universal precautions?
- When should you exclude a child?
- What types of emergencies is the program prepared for?
- How do you prevent Sudden infant death syndrome (SIDS)?
- How will you care for sick and injured children? When do you call 911?
- How does the administrator make sure that staff and children have the [Department of Public Health](#) required immunizations? Do you have the required immunizations?
- How does the program prevent injuries including biting?
- How does the program comply with completing injury reports and notifying families? (See Appendix C)
- How are children protected when outside and on field trips?
- As a mandated reporter, who do you report to and what should your report include? For more information about requirements for mandated reporters and filing a report of alleged abuse and/or neglect please see [A Mandated Reporter's Guide to Child Abuse and Neglect Reporting](#) A wonderful training, [Online Mandated Reporter Training: Recognizing & Reporting Child Abuse, Neglect, and Exploitation](#) is available online.

A resource that is helpful for childcare administrators is the American Academy of Pediatrics new [Safety and Injury Prevention Curriculum for Early Care and Education Settings](#). This curriculum provides child care providers with information on how to prevent injuries, recognize potential safety hazards, and understand how to create a safe environment in early care and education settings. The curriculum includes slide presentations, video clips, activities quizzes and links to forms and resources. Each of the modules can be presented separately and range in length from 30 minutes to 1 hour. A compilation module is also provided that is 2 hours in length and includes highlights from each of the separate modules. **How might an administrator use this curriculum?**

Summary

During this portion of the course we focused on Health and Safety. You were able to:

- Explain the theoretical foundations of program policies regarding health and safety using knowledge about child development and learning including variations in beliefs about children's development and behavioral norms as a function of community and cultural contexts as seen in your narrative draft.
- Compare exemplary program practices as defined by NAEYC to those observed or reported a EEC licensed program in the areas of health and safety, noting areas of strength and identifying areas for improvement, making explicit suggestions for how to implement improvements as seen in your narrative draft.
- Analyze the skills of an effective administrator in the area of supervising, recordkeeping and reporting as seen in your narrative draft.
- Identify resources needed to support teaching and learning across content areas as seen your narrative draft.
- Uses effective written communication skills as seen in your Blackboard Discussion.

Challenges

Challenge 1

Review ONE specific link from the US Environmental Protection Agency [Healthy Child Care](#) website and [UCSF Calif. Child Care Health Program](#) making sure to explain how the information would be helpful as a childcare administrator.

Challenge 2

As a childcare administrator, you will write or revise policies, procedures, and handbooks. This week we will focus on Health and Safety. The policies and procedures to support health and safety are collected and call the Health Care Policy. Health Care Policy include:

- The name, address and telephone number of the health care consultant and local health care authority; the telephone number of the fire department, police, ambulance, nearest health care facility, and the Poison Control Center; the name and telephone number of the emergency back-up person, if applicable; and the telephone and address of the program, including where applicable, the location of the program in the facility; **EVERYBODY WILL INCLUDE AS INTRO**
- The procedures to be followed in case of illness, injury or emergency, method of transportation, notification of parents, and procedures where parent(s) cannot be reached including procedures to be followed when on field trips;
- A list defining mild symptoms which ill children may remain in care, and more severe symptoms that require notification of the parents or back-up contact to pick up the child;
- A plan for caring for mildly ill children who remain in care;
- A plan for administering medication, including:
- Annual evaluation of the ability of any staff authorized to administer medication to follow the medication administration procedures;

- A requirement that parents provide written authorization by a licensed health care practitioner for administration of any non-topical, non-prescription medication to their child. Such authorization shall be valid for one year unless earlier revoked;
- A plan for meeting individual children's specific health care needs, including the procedure for identifying children with allergies and protecting children from that to which they are allergic;
- A plan to allow parents, with the written permission of the child's health care practitioner, to train staff in implementation of their child's individual health care plan;
- A plan to ensure that all appropriate specific measures will be taken to ensure that the health requirements of children with disabilities are met, when children with disabilities are enrolled;
- A plan to ensure that all children 12 months of age or younger are placed on their backs for sleeping, unless the child's health care professional orders otherwise in writing;
- Notification to parents that educators are mandated reporters and must, by law, report suspected child abuse or neglect to the Department of Children and Families.
- As an introduction, provide the information requested in #1. Now select 2 other areas and write the policy and procedure using the sources from the resources provided this week.

Challenge 3

Modeling healthful lifestyle choices

Complete this self-reflection to see how you might improve your lifestyle choices. The questions are adapted from an article: Steps to a Healthy Lifestyle on WebMD.

- Do you smoke?
- Are you able to maintain a healthy weight (a BMI of 18-25), or are you successfully losing weight to attain a healthy weight?
- Do you eat at least 5 servings of fruits and vegetables daily?
- Do you exercise 30 minutes or more, 5 times a week?
- Do you model and follow good personal hygiene practices at all times?
- Do you brush and floss daily?
- Do you get a good night's rest?
- Do you enjoy regular family meals?
- Do you smile and laugh out loud several times a day?
- Do you meditate, pray, or otherwise find solace for at least 10-20 minutes each day?
- Do you stand up straight?
- Do you have a positive attitude?

Challenge 4

1. Health and Safety Narrative Guidelines and Sample

You will write 3 sections; the importance, interpretation, and reflection.

Why is Program Standards Area 7: HEALTH AND SAFETY essential to quality education and care?

You will explain your understanding of how health and safety relates to program quality by restating and expanding upon:

The program will be operated in a manner that enhances the health and safety of children, protects them from abuse and neglect, and educates staff, children and families concerning health and safety practices.

Include a thorough discussion of how this category reflects best practices and contributes to overall program quality. Describe how children and families benefit from best practices in health and safety.

2. Your interpretation of the evidence where you compare your classroom and program to the program policies.

How does the evidence you collected from the childcare program compare with the actual practices observed in your classroom? How does the evidence collected from the childcare program compare with the Health and Safety standards located in the Dept of Social Services website [Early Childhood Program Standards For Three and Four Year Olds Early Childhood](#)? Are the policies implemented in the classroom in which you are working? Interpret the evidence collected, clearly and explicitly using the standards. Make sure to distinguish between examples and evidence that has a major impact on program quality from those which are minor imperfections.

Give specific examples you have observed and reference the evidence you collected. Discuss fully how the program policies are implemented in the classroom. Write about the outdoor environment, indoor environment, and the indoor programming.

3. **Summative reflections**, relative to **HEALTH AND SAFETY** – overall, how well do you see the program and your classroom doing in this area of program quality? In your opinion, are the program and your classroom particularly strong in some aspect of this standards area? Are there “next steps” that you would recommend to make the program and your classroom even stronger in this standards area? If you have unlimited resources, what might you recommend? Include detailed conclusions that draw upon a range of indicators and are richly supported by the evidence. Highlight exemplary practices within the program as well as identifying areas that could use improvement, and make explicit suggestions for how to implement improvements.

Handwashing Policy for Staff

Purpose

This policy ensures that all staff members practice effective hand hygiene to promote a healthy environment and reduce the spread of germs and illnesses among children and staff.

When to Wash Hands

Staff must wash their hands:

Before:

- Starting the workday or returning from a break. Preparing or serving food.
- Eating or drinking.
- Handling clean dishes or utensils.
- Administering medication.

After:

- Using the restroom.
- Assisting a child with toileting or diapering.
- Handling soiled clothing, diapers, or other materials. Sneezing, coughing, or blowing the nose.
- Touching the face, hair, or body. Cleaning or handling garbage.
- Contact with blood, bodily fluids, or potentially contaminated surfaces.
- Playing outdoors or handling pets.

Handwashing Procedure

1. Prepare:
 1. Roll up sleeves and remove any jewelry from hands and wrists.
2. Wet Hands:
 1. Turn on warm running water and wet your hands thoroughly.
 2. Apply liquid or foam soap to your hands.
3. Scrub:
 1. Rub hands together vigorously for at least **20 seconds**, ensuring all surfaces are cleaned, including:
 - Palms
 - Backs of hands
 - Between fingers
 - Under nails
 - Wrists
4. Rinse:
 1. Rinse hands under warm running water to remove all soap and debris.
5. Dry:
 1. Dry hands thoroughly with a single-use paper towel.
6. Turn Off Faucet:
 1. Use the paper towel to turn off the faucet before you dispose of it.

Hand Sanitizer Use

- Hand sanitizer (minimum 60% alcohol) may be used **only** when soap and water are not available.
- Staff must still wash hands with soap and water as soon as possible after using hand sanitizer.

Responsibilities

- **Staff:** Follow the handwashing policy consistently and serve as role models for children by demonstrating proper handwashing techniques.
- **Directors/Administrators:** Ensure soap, paper towels, and other supplies are always available and maintain clean and functional handwashing facilities.
- **Training:** Staff will receive regular training on proper handwashing procedures and the importance of hand hygiene.

Assisting Children with Handwashing

Staff must assist children with handwashing to help them develop proper hygiene habits and ensure thorough cleaning.

When Assisting Children:

1. Model Proper Handwashing:
 - Demonstrate the correct handwashing steps for children to follow.
2. Ensure Safety:
 - Adjust the sink height (using a step stool if needed) to allow children to reach the faucet comfortably.
3. Guide the Process:
 - Help children turn on the water, apply soap, and rub their hands together for at least **20 seconds**, ensuring they wash all hand surfaces.
4. Supervise and Encourage:
 - Use positive reinforcement to encourage children to take their time and wash thoroughly.
5. Rinse and Dry:
 - Help children rinse hands under warm water and dry them with a single-use paper towel.
 - Assist children in using a paper towel to turn off the faucet if needed.
6. Promote Independence:
 - Gradually encourage children to complete the steps independently while ensuring they maintain proper hygiene.

Compliance

Failure to follow this handwashing policy may result in corrective action, as it directly impacts the health and safety of children and staff.

This policy is in alignment with health and safety regulations and reflects best practices for early childhood care settings.

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Illness and Medications

Recalled Medications

This list is intended to track recalled over-the-counter (OTC) medications in our early childhood education program, serving infants, toddlers, and preschoolers. Regularly reviewing and removing recalled or expired medications helps ensure the safety and well-being of all children in our care. Please fill in the details of any recalled medications below.

TABLE 10 RECALLED MEDICATIONS

Medication Name	Reason for Recall	Recall Date	Action Taken (Check if Removed)
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

CDC Note: It is essential to regularly review medications used within childcare programs to ensure they are safe and effective. Any recalled or expired medications should be removed immediately, and the recall instructions from the manufacturer should be followed. The Centers for Disease Control and Prevention (CDC) recommend frequent checks to maintain a safe and healthy environment for children.

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Medical Illness Log

This log is used to track illnesses among children and staff in the early childhood education program. It helps monitor patterns, ensure appropriate action is taken, and maintain a healthy environment for everyone. Please document each instance of illness, including the child or staff member involved, symptoms, diagnosis, class, days absent, and actions taken.

TABLE 11 ILLNESS LOG

Date	Child Name	Reporting Staff Name	Symptoms	Diagnosis	Class	Days Absent	Actions Taken

According to the CDC guidelines, children or staff showing symptoms of illness (such as fever, vomiting, diarrhea, persistent cough, or contagious conditions) should stay home. They may return to the program only after they are symptom-free for 24 hours without the use of medication or after receiving clearance from a healthcare professional.

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Medical Injury Log

This log is used to track injuries among children in the early childhood education program. It ensures that injuries are properly documented, communicated with guardians, and addressed appropriately. Please document each incident, including the child involved, staff reporting the incident, location, injury type, time of incident, whether it was reported to guardians, and actions taken.

TABLE 12 INJURY LOG

Date	Child Name	Reporting Staff Name	Location of Incident	Injury Type	Time of Incident	Reported to Guardians	Actions Taken

According to CDC guidelines, injuries in an early childhood education program must be documented thoroughly. Parents or guardians should be notified immediately for any serious injury, and appropriate first aid or medical attention should be provided. Programs should maintain records to monitor injury patterns and ensure child safety.

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Safety Policies and Protocols

The following safety policies and protocols are included in this section:

- General safety practices
- Outdoor play and water play policies
- Off-site activities policy
 - Transportation policy
 - Pick-up/Drop-off procedures
 - Sign-in/Sign-out protocol
 - Third-party release policy
- Medication storage policy
- Incident reports

[Safety Policies and Protocols](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

General Safety Practices for an Early Childhood Program

Purpose

To maintain a safe environment for children, staff, and families, these safety practices outline procedures and precautions to prevent accidents, respond to emergencies, and ensure compliance with health and safety regulations.

Emergency Preparedness

Emergency Contact Information:

- Maintain updated emergency contact forms for all children and staff.
- Store these forms in a clearly labeled binder in the main office and a backup copy in the emergency supplies area.

First Aid Kit:

- Location: [Insert specific location, e.g., "Main Office, Classroom Closets, and Playground Storage Area"].
- Check and restock monthly to ensure all supplies are available and not expired.

Defibrillator (AED):

- Location: [Insert specific location, e.g., "Wall near the Main Entrance"].
- All staff must receive annual training on AED use.

Incident Report Forms:

- Location: [Insert specific location, e.g., "Classroom Folders and Main Office"].
- Complete immediately following any injury, illness, or safety concern, and submit to the program director.

Supervision

- Maintain appropriate staff-to-child ratios at all times.
- Conduct regular headcounts, especially during transitions (e.g., to and from the playground).
- Position staff strategically to monitor all areas of activity and reduce blind spots.

Fire and Emergency Drills

- Conduct monthly fire drills and quarterly emergency drills (e.g., earthquake, lockdown).
- Ensure all staff and children are familiar with evacuation routes and procedures.
- Emergency exit maps are posted in every classroom and common area.

Classroom and Facility Safety

- Regularly inspect classrooms, hallways, and playgrounds for hazards (e.g., loose flooring, broken toys).
- Keep cleaning supplies and hazardous materials in locked, childproof cabinets.
- Cover electrical outlets and secure cords to prevent tripping.
- Ensure that furniture and shelves are anchored to the wall.

Playground Safety

- Inspect playground equipment daily for damage or hazards.
- Enforce age-appropriate use of equipment.
- Ensure children wear appropriate footwear and avoid items like scarves or necklaces that could pose a strangulation risk. Provide shade and water breaks during outdoor play.

Food Safety

- Follow all food handling, storage, and allergy protocols.
- Ensure snacks and meals meet nutritional and safety guidelines.
- Maintain a list of food allergies in every classroom and kitchen area.

Health and Hygiene

- Practice regular handwashing for children and staff.
- Clean and disinfect surfaces, toys, and equipment daily.
- Follow universal precautions when handling bodily fluids.
- Exclude sick children and staff per the center's illness policy.

Transportation and Field Trips

- Conduct safety checks on vehicles before use.
- Ensure all children are properly restrained in car seats or seat belts as required by law.
- Maintain a list of children and emergency contacts for each trip.
- Provide high-visibility clothing for children during outings.

Staff Training

- All staff must be trained in CPR, first aid, and AED use.
- Conduct annual safety training on center policies and emergency procedures.
- Provide additional training on child supervision, hazard recognition, and incident reporting.

Communication

- Post emergency phone numbers (e.g., 911, poison control, local hospital) near every phone.
- Use two-way radios or phones for staff communication during emergencies or transitions.
- Notify parents/guardians immediately of any injuries, illnesses, or safety concerns.

Responsibilities

- **Staff:** Follow safety practices consistently, supervise children vigilantly, and report hazards immediately.
- **Director:** Ensure the facility complies with health and safety regulations, train staff, and review safety protocols regularly.
- **Parents/Guardians:** Keep emergency contact information up to date and comply with center policies. By following these safety practices, the center ensures a secure and supportive environment for children and staff.

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Health Policies and Protocols

The following health policies and procedures are included in this section:

Diaper Change Procedure

- Handwashing Policies
- Daily Health Self-Assessments for Staff
- Daily Health Checks for Children
- Illness Policy
- Universal Blood Precaution
- Nap/Rest Time
- Toy Cleaning Policy and Procedure
- Other Hygiene Practices

This procedure ensures a safe, hygienic, and nurturing diaper-changing experience for children while maintaining compliance with health and safety standards.

Materials Needed:

- Disposable gloves
- Clean diapers
- Baby wipes
- Diaper cream (if provided by parents and with written permission)
- Plastic bag or diaper disposal system
- Disposable paper liner or changing pad cover

- Handwashing supplies (soap and water or hand sanitizer)

Step-by-Step Procedure:

- 1. Prepare the Area**
 - Ensure the diaper-changing area is clean and disinfected.
 - Gather all necessary materials before placing the child on the changing table.
- 2. Prepare Yourself**
 - Wash your hands thoroughly with soap and water or use hand sanitizer.
 - Put on a pair of disposable gloves.
- 3. Position the Child**
 - Place the child gently on the diaper-changing surface.
 - Always keep one hand on the child for safety and ensure straps are used if available.
- 4. Remove the Soiled Diaper**
 - Open the soiled diaper and use the front of the diaper to wipe away any solid waste.
 - Fold the diaper under the child, clean side up, to contain waste.
- 5. Clean the Child**
 - Use baby wipes or a damp cloth to clean the child thoroughly from front to back (especially for girls to prevent infection).
 - Check and clean all skin folds.
- 6. Apply Diaper Cream (if applicable)**
 - Use a clean glove or disposable applicator to apply cream as needed.
- 7. Put on a Clean Diaper**
 - Slide a fresh diaper under the child and secure it snugly but not too tight.
- 8. Dispose of Waste Properly**
 - Place the soiled diaper, wipes, and gloves in a plastic bag or designated diaper disposal system.
 - Seal the bag and dispose of it in the designated diaper waste container.
- 9. Sanitize the Area**
 - Remove and discard any disposable paper liner.
 - Disinfect the diaper-changing surface according to the center's sanitation guidelines.
- 10. Wash Hands and Assist the Child**
 - Remove gloves and wash your hands thoroughly with soap and water.
 - Help the child wash their hands (if age-appropriate) or clean their hands with a wipe.
 - Return the child to their activity or classroom area.
- 11. Document the Change**
 - Record the diaper change in the child's daily report or log, including any unusual observations (e.g., rash, unusual stool).

Additional Notes:

- Always engage with the child during the process, maintaining a calm and positive tone.

- Avoid distractions and focus on the child's safety and comfort.
- Follow the center's policies regarding diaper cream application and parental permissions.
- Notify parents promptly if any concerns arise during a diaper change (e.g., skin irritation).
- Staff with diaper-changing duties will not be simultaneously assigned to food preparation or other kitchen duties. This procedure ensures a consistent approach to diaper changes while prioritizing the child's health, safety, and well-being.

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Daily Health Self-Assessments for Staff

Policy for Staff

Purpose

This policy ensures that all staff members complete a daily health self-assessment to maintain a safe and healthy environment for children, families, and colleagues. By monitoring personal health, staff can help reduce the risk of spreading illness within the program.

Policy Statement

All staff are required to conduct a health self-assessment each day before reporting to work. This assessment ensures that staff members are symptom-free and fit to perform their duties. Any staff member who exhibits symptoms of illness or has been exposed to a communicable disease must follow the procedures outlined in this policy.

Daily Health Self-Assessment Steps

Complete the Assessment:

- Staff must evaluate their health for the following symptoms or conditions:
 - Fever of 100.4°F (38°C) or higher
 - Cough, shortness of breath, or difficulty breathing
 - Sore throat
 - New loss of taste or smell
 - Fatigue, muscle aches, or chills
 - Nausea, vomiting, or diarrhea
 - Headache unrelated to a preexisting condition
 - Any unusual or unexplained symptoms

Check Temperature:

- Staff are encouraged to take their temperature at home before leaving for work.

Assess Exposure:

- Staff must consider recent exposure to someone diagnosed with a contagious illness (e.g., COVID-19, influenza, strep throat).

Evaluate Overall Wellness:

- Assess whether you feel well enough to work and perform required duties safely and effectively.

Action Steps if Symptoms or Exposure Occur

Symptoms Identified:

- Do not report to work. Notify the director or supervisor immediately.
- Seek medical advice and follow the center's guidelines for returning to work (e.g., symptom-free for 24 hours without medication).

Exposure to Illness:

- Inform the director or supervisor if you have been in close contact with someone diagnosed with a communicable illness.
- Follow the center's protocols for monitoring symptoms, testing (if applicable), and returning to work.

Onsite Symptoms:

- If symptoms develop during the workday, inform your supervisor and leave the center as soon as coverage is arranged.

Supervisor Responsibilities

- Ensure all staff understand and comply with the daily health self-assessment policy.
- Maintain confidentiality of health information provided by staff.
- Provide guidance and support for staff regarding illness, medical evaluations, and returning to work.

Returning to Work

Staff may return to work when they meet the following conditions:

- Free of fever (without medication) and symptoms for at least 24 hours.
- A healthcare provider has cleared them for work (if applicable).
- They have completed any required isolation or quarantine periods.

Compliance

Adhering to the daily health self-assessment policy is mandatory. Failure to comply may result in corrective action, as it directly impacts the health and safety of children, families, and staff.

This policy aligns with best practices for health and safety in early childhood care settings and will be updated as needed to reflect current public health recommendations.

[Daily Health Self-Assessments for Staff](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

Daily Health Checks Protocol for Children

Purpose

To ensure the health and safety of all children, staff will conduct a daily health check upon each child's arrival. This protocol helps identify any signs of illness or potential health concerns to prevent the spread of communicable diseases and ensure a healthy environment.

When to Conduct Health Checks

- **Arrival:** The health check will be conducted during drop-off when the parent or guardian is present.
- **Throughout the Day:** Staff will monitor children for any changes in their health or behavior and take action as needed.

What to Look for During Health Checks

- **General Appearance:**
 - Is the child alert, active, and responsive?
 - Do they appear unusually fatigued or lethargic?
- **Signs of Illness:**
 - Fever (if a child feels warm to the touch, a temperature check will be conducted with a non-contact thermometer).
 - Runny nose, cough, or difficulty breathing.
 - Red, watery, or irritated eyes.
 - Rash, sores, or swelling.
 - Vomiting or diarrhea within the last 24 hours.
 - Unusual skin color (e.g., pale, flushed, or yellowish tone).
- **Physical Symptoms:**
 - Scratching or signs of itching (e.g., head lice or skin irritation).
 - Bruises, bumps, or injuries that may need attention or explanation.
- **Behavioral Indicators:**
 - Unusual mood changes, such as irritability, fussiness, or withdrawal.
 - Lack of appetite or unusual eating behaviors.

Health Check Procedure

1. **Welcome the Child:**
 - Greet the child and parent/guardian warmly.
 - Observe the child's general appearance and behavior as they arrive.
2. **Ask Questions:**
 - Inquire about the child's health during the past 24 hours:
 - "Did they sleep well last night?"
 - "Have they been eating normally?"
 - "Have you noticed any unusual symptoms, such as a cough or fever?"
3. **Conduct a Visual Inspection:**
 - Look for visible signs of illness or discomfort.
 - Use a non-contact thermometer to check the child's temperature if they appear unwell.
4. **Document Findings:**
 - Record any observations, symptoms, or parent-reported information in the daily health log.
5. **Communicate Concerns:**
 - If symptoms of illness are observed, discuss concerns with the parent/guardian.
 - If the child is not well enough to attend, follow the center's exclusion policy.

Action Steps for Illness or Health Concerns

- **Mild Symptoms:**
 - Monitor the child closely during the day.
 - Notify the parent/guardian if symptoms worsen.
- **Significant Symptoms:**
 - If the child has a fever, vomiting, diarrhea, or other symptoms outlined in the exclusion policy, the child should not be admitted.
 - If symptoms develop during the day, isolate the child in a designated area and notify the parent/guardian for immediate pick-up.

Hygiene and Safety During Health Checks

- Staff will practice hand hygiene before and after conducting health checks.
- Use personal protective equipment (PPE) such as gloves or masks when necessary.
- Disinfect thermometers and any other tools used between each child.

Communication with Parents

- Share health observations and provide clear explanations if a child is excluded from care.
- Offer resources or guidance for managing illnesses, including when the child may return to the center.

Compliance

This protocol is mandatory and aligns with health and safety standards for early childhood centers. Staff must document and report any health concerns to the center's director for follow-up action.

This protocol promotes the health and well-being of children and staff, ensuring a safe and nurturing environment for all.

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Illness Policy

Policy for Handling a Child's Illness

Purpose

To ensure the health and safety of children, families, and staff, this policy outlines procedures for managing a child's illness at the program, including when children should stay home, when they may return, and how to handle illnesses that arise during the day.

General Guidelines

Daily Health Checks: Staff will conduct health checks upon arrival to identify any signs of illness.

When Symptoms Develop at the Program:

- Isolate the child in a designated sick area under adult supervision.
- Notify the parent/guardian immediately for pick-up.
- Ensure the child is comfortable and provided with basic care while waiting.
 - **Notification to Families:** Parents/guardians will be informed of any communicable diseases or outbreaks in the center.
 - **Documentation:** Staff will document any signs of illness, actions taken, and communication with parents/guardians.

TABLE 13 ILLNESS EXCLUSION GUIDELINES

Illness/Infection Symptoms	Should Child Stay Home?	When Can Child Return to Center?
Fever (100.4°F or higher)	Yes	When fever-free for 24 hours without fever-reducing medication.
Vomiting	Yes	24 hours after the last episode of vomiting.
Diarrhea	Yes	24 hours after the last loose stool and when no other symptoms are present.

Illness/Infection Symptoms	Should Child Stay Home?	When Can Child Return to Center?
Cough or difficulty breathing	If persistent or accompanied by other symptoms	When symptoms improve and a healthcare provider confirms the child is not contagious.
Rash	If the rash is unexplained or potentially contagious	After rash resolves or with written clearance from a healthcare provider if contagious conditions (e.g., chickenpox, impetigo, etc.) are suspected.
Sore throat with fever	Yes	When fever-free for 24 hours and with written clearance from a healthcare provider if strep throat is diagnosed (after 24 hours of antibiotics).
Eye irritation/redness	If discharge or suspected conjunctivitis (pink eye)	After 24 hours of treatment with antibiotics if bacterial, or when cleared by a healthcare provider if non-infectious.
Head lice	Yes	After the first treatment and no live lice are present.
Unexplained fatigue or irritability	If the child cannot participate in activities	When the child can engage in normal activities comfortably.

Responsibilities

- **Parents/Guardians:** Ensure children stay home when ill and communicate with the program about any diagnoses or exposures.
- **Staff:** Monitor children for symptoms, follow exclusion guidelines, and provide clear communication to families.
- **Director:** Ensure staff training on illness policies and maintain up-to-date information on public health requirements.

Communication and Updates

This policy aligns with public health recommendations and will be updated as needed. Parents and staff will be notified of any changes to ensure the health and well-being of everyone in the program.

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Universal Blood Precautions Policy

Purpose

This policy ensures that all staff members follow universal precautions when handling blood and bodily fluids to reduce the risk of exposure to bloodborne pathogens and maintain a safe environment for children and staff.

Policy Statement

All staff are required to use universal precautions when handling blood or bodily fluids that may contain blood, regardless of whether an infection is known to be present. This includes treating all blood as potentially infectious and adhering to proper hygiene, cleaning, and disposal protocols.

When to Use Universal Precautions

Staff must use universal precautions in the following situations:

- When administering first aid for cuts, scrapes, or nosebleeds.
- When cleaning up spills of blood or bodily fluids.
- When handling items contaminated with blood (e.g., clothing, tissues, or bandages).
- When assisting children with injuries that may involve blood exposure.

Steps to Follow for Universal Precautions

1. **Prepare**
 - Wash hands thoroughly with soap and water before and after any procedure involving blood or bodily fluids.
 - Put on disposable gloves before coming into contact with blood, bodily fluids, or contaminated items.
2. **Contain and Clean**
 - If treating an injury, stop the bleeding with a clean, disposable material (e.g., gauze or tissue).
 - Use a disposable absorbent material to clean up any blood spills immediately.
 - Clean the affected area with an appropriate disinfectant solution (e.g., 10% bleach solution or EPA-approved disinfectant).
3. **Dispose of Materials Properly**
 - Place soiled gloves, gauze, tissues, and other disposable items in a sealable plastic bag before disposing of them in a lined trash container.
 - For larger items (e.g., clothing or reusable materials), place them in a sealed bag and send them home with the child or transport them for proper laundering.
4. **Disinfect Equipment and Surfaces**
 - Thoroughly disinfect any tools or surfaces that came into contact with blood or bodily fluids using a recommended disinfectant solution.

5. Remove Gloves Safely

- Remove gloves by peeling them off inside out, taking care not to touch the outside surface.
- Dispose of gloves in a sealable bag and wash hands immediately after removal.

6. Document the Incident

- Record the incident in the center's injury or health log, noting the child's name, date, and brief description of the event.
- Notify parents/guardians of any incidents involving their child.

Nap/Rest Time

Nap/Rest Time Policy for Early Childhood Center

Purpose

This policy ensures that children have a designated time to rest or nap during the day, promoting their physical health, emotional well-being, and developmental needs in a calm and supportive environment.

Policy Statement

The program provides a daily nap/rest period for all children, recognizing that rest is essential for young children's growth and development. Rest time is structured to meet individual needs and ensure a comfortable and safe environment for all children.

Guidelines for Nap/Rest Time

1. Schedule

- Nap/rest time will occur daily, typically after lunch, and will last approximately **1 to 2 hours** depending on the age group and individual needs.
- Children who do not fall asleep after 20–30 minutes of quiet rest will be offered quiet activities (e.g., books, puzzles) to avoid disrupting their peers.

2. Rest Environment

- Each child will have a designated space for resting, ensuring consistency and comfort. Cots, mats, or cribs will be clean, age-appropriate, and labeled with the child's name.
- The nap area will be dimly lit, and soothing music or white noise may be used to create a calming atmosphere.
- Rest areas will be monitored by staff at all times.

3. Hygiene and Safety

- Bedding (sheets and blankets) must be provided by families or the center and will be stored separately for each child to prevent cross-contamination.
- Bedding will be washed at least weekly or whenever soiled.
- Cots, mats, and cribs will be disinfected regularly, according to the center's cleaning schedule.

- Staff will position children on their backs for sleeping in accordance with **safe sleep guidelines** for children under 12 months of age unless otherwise directed by a medical professional.

4. Comforting Children

- Staff will help children transition to nap/rest time by providing soothing routines such as reading a book, gentle patting, or calming words.
- Children may bring a comfort item (e.g., blanket or stuffed toy) from home, if desired.
- If a child becomes upset during rest time, staff will comfort and reassure the child while maintaining a quiet environment for others.

5. Non-Sleepers

- Children who do not nap will be encouraged to rest quietly on their mat or cot for a short period.
- After the rest period, non-sleeping children will be offered quiet, individual activities in a designated area to avoid disturbing those who are still sleeping.

6. Parent Communication

- Parents/guardians will be informed of the center's nap/rest time schedule during enrollment.
- Individual preferences for nap/rest time, such as comfort items or specific routines, can be discussed and accommodated when possible.
- Parents will be notified of any changes in their child's sleeping patterns or concerns observed during nap/rest time.

Rest Time Procedures for Staff

1. Preparation:

- Set up mats, cots, or cribs in a clean, organized layout with adequate spacing for safety and comfort.
- Ensure all bedding is clean and appropriately labeled.

2. Supervision:

- Staff must remain in the nap/rest area to actively supervise and ensure the safety and well-being of all children.
- Perform periodic visual checks to monitor sleeping children and ensure proper positioning for younger children.

3. Transitioning Out of Rest Time:

- Gently wake sleeping children after the rest period using calm and soothing methods.
- Provide sufficient time for children to transition back to activities after waking.

This policy supports children's developmental needs while maintaining health, safety, and individual accommodations.

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Toy Cleaning Policy and Procedure

Purpose

This policy ensures that toys and play materials are cleaned and sanitized regularly to reduce the risk of spreading germs and illnesses, providing a safe and healthy environment for children and staff.

Policy Statement

All toys used in the program must be cleaned and sanitized regularly according to the type of toy and frequency of use. Toys that are mouthed, soiled, or otherwise contaminated will be cleaned immediately after use. Staff will follow the outlined procedures to maintain high hygiene standards.

Frequency of Toy Cleaning

- **Daily:** High-touch toys and items used by multiple children.
- **Weekly:** Non-mouthed toys that are not visibly soiled.
- **After Use:** Toys that have been mouthed, soiled, or contaminated with bodily fluids.
- **As Needed:** Toys showing visible dirt or grime.

Toy Cleaning Procedure

Gather Cleaning Supplies

Ensure the following materials are available:

- Warm, soapy water (mild detergent).
- Approved disinfectant solution (e.g., diluted bleach solution: 1 tablespoon of bleach per 1 gallon of water) or EPA- approved child-safe disinfectant.
- Clean towels or disposable paper towels.
- Gloves (optional, for handling heavily soiled items).

Cleaning Steps by Toy Type

Non-Porous Toys (e.g., plastic, rubber, or metal):

1. Rinse the toy with warm, soapy water to remove dirt and debris.
2. Rinse thoroughly with clean water.
3. Sanitize with an approved disinfectant.
4. Air dry completely before returning to play areas.

Mouthed Toys:

1. Clean immediately after use.
2. Follow the same steps as for non-porous toys, ensuring thorough disinfection.

Porous Toys (e.g., cloth, fabric):

1. Launder in a washing machine using hot water and a gentle detergent.
2. Dry completely in a dryer on a high heat setting.

Avoid sharing these toys between children until cleaned.

Electronic Toys:

1. Wipe down with a damp cloth containing mild soap, avoiding excess water near electrical components.
2. Use disinfectant wipes or sprays specifically designed for electronics.
3. Allow to air dry before use.

Books and Paper-Based Materials:

1. Wipe covers with a damp cloth if soiled.
2. Do not disinfect paper pages; discard books that are heavily soiled or cannot be wiped clean.

Handling and Storage

- Cleaned toys must be stored in designated bins or shelves to avoid contamination.
- Separate used or soiled toys in a labeled "To Be Cleaned" bin until sanitized.

Staff Responsibilities

- **Daily:** Staff are responsible for cleaning toys at the end of each day or as needed.
- **Weekly:** Deep cleaning of all toys will be scheduled and documented.
- **Immediate:** Mouthed or soiled toys must be removed from play areas and sanitized immediately.

Safety Precautions

- Always follow manufacturer guidelines for cleaning and disinfecting toys.
- Ensure that cleaning solutions are properly labeled and stored out of children's reach.
- Allow toys to dry completely before returning them to children to prevent chemical exposure.

Compliance

Staff are expected to adhere to this policy. Failure to follow proper cleaning and sanitizing procedures may result in corrective action as it directly impacts the health and safety of children.

This policy ensures a clean and hygienic play environment while aligning with best practices for early childhood programs.

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Outdoor Play and Water Play Policies

Outdoor Play Policy

Purpose

Outdoor play is essential for children's physical, social, and emotional development. This policy ensures a safe and engaging outdoor environment that supports active exploration while prioritizing health and safety.

Policy Statement

Children will participate in outdoor play daily, weather permitting. Staff will ensure that outdoor activities are supervised, age-appropriate, and conducted in a safe and secure environment.

Outdoor Play Guidelines

1. Frequency and Duration:

- Outdoor play will occur at least twice daily, with adjustments made for extreme weather conditions.
- Duration will vary by age group, with recommended intervals of 30–60 minutes per session.

2. Supervision:

- Staff will maintain appropriate child-to-staff ratios during outdoor play.
- Staff will position themselves to monitor all areas of the playground and intervene promptly if needed.

3. Safety Checks:

- The playground and equipment will be inspected daily for hazards such as loose parts, debris, or unsafe surfaces.
- Damaged equipment will be reported and removed from use immediately.

4. Weather Considerations:

- Outdoor play will be canceled or modified during extreme weather conditions (e.g., high heat, freezing temperatures, or air quality concerns).
- Children will wear weather-appropriate clothing, such as hats, gloves, or sunscreen, as needed.

5. Age-Appropriate Activities:

- Equipment and activities will be tailored to the developmental levels of the children.
- High-risk activities such as climbing will be closely supervised.

6. First Aid and Emergency Preparedness:

- A first aid kit and staff trained in CPR and first aid will be present during outdoor play.
- Incident report forms will be completed for any injuries.

Water Play Policy Purpose

Water play provides opportunities for sensory exploration, motor skill development, and social interaction. This policy ensures water play activities are conducted safely, hygienically, and inclusively.

Policy Statement

Water play activities will be supervised at all times to prevent accidents and ensure children's safety. Water will be clean, age-appropriate, and disposed of after each session.

Water Play Guidelines

1. **Supervision:**
 - Staff must supervise water play activities at all times, maintaining proper child-to-staff ratios.
 - At least one staff member trained in CPR and first aid will be present.
2. **Safety Measures:**
 - Only shallow water activities (e.g., water tables, sprinklers) are permitted.
 - Buckets or containers must be emptied immediately after use to prevent drowning risks.
 - Children must wear appropriate water play attire, including swim diapers if necessary.
3. **Hygiene:**
 - Water must be clean and free of debris or contaminants. Children must wash hands before and after water play.
 - Individual toys or tools used in water play will be sanitized after each use.
4. **Weather Considerations:**
 - Water play will only occur in safe weather conditions (e.g., no lightning or extreme heat).
 - Shade or sunscreen will be provided to protect children from sun exposure.
5. **Allergy and Health Concerns:**
 - Parents must notify staff of any skin sensitivities, allergies, or other health concerns related to water play.
 - Alternative activities will be provided for children who cannot participate.
6. **Parent Communication:**
 - Parents will be informed of scheduled water play days and asked to provide appropriate attire and towels.
 - Any incidents during water play will be documented and communicated promptly.

Responsibilities

- **Staff:** Ensure all outdoor and water play activities comply with these policies, supervise children closely, and address hazards promptly.
- **Director:** Conduct regular safety checks, train staff on supervision and safety procedures, and maintain compliance with state regulations.

- **Parents/Guardians:** Provide appropriate clothing, sunscreen, and any required documentation regarding health concerns.

These policies ensure that outdoor and water play activities support children’s development while maintaining a safe and enjoyable environment.

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Off-Site Activities

Off-Site Activities Policy and Protocol for Early Childhood Center

Purpose

To ensure the safety, well-being, and developmental benefits of children participating in off-site activities, this policy outlines the procedures for planning, conducting, and supervising excursions.

Policy Statement

Off-site activities provide children with opportunities for hands-on learning and community engagement. These activities will be planned carefully to ensure safety, align with educational goals, and accommodate all participants. Parental/guardian consent and adherence to safety protocols are mandatory.

Off-Site Activities Guidelines

1. Parental Consent
 - Written consent is required for every child participating in an off-site activity.
 - Consent forms must include:
 - Details of the activity (date, time, location, and purpose). Transportation arrangements.
 - Emergency contact information.
 - Parents/guardians will be informed in advance of all off-site activities.
2. Planning and Preparation
 - Conduct a **risk assessment** before the activity, identifying potential hazards and mitigation strategies.
 - Ensure the activity aligns with the developmental needs and abilities of the children.
 - Confirm that the destination is age-appropriate, safe, and accessible for all participants.
 - Staff must prepare a detailed itinerary, including times, locations, and emergency procedures.
 - Arrange for a **first aid kit** and any necessary medications or medical supplies for individual children.
3. Transportation
 - Use only licensed, insured, and safety-compliant vehicles.
 - All children must be secured in age-appropriate child safety seats, booster seats, or seat belts.

- Maintain a list of children assigned to each vehicle and conduct headcounts before departure, upon arrival, and before returning.
 - A staff member will accompany children on each vehicle to supervise during transport.
4. Supervision
- Maintain appropriate **child-to-staff ratios** at all times, with additional staff if needed for high-risk activities.
 - Assign each staff member to a specific group of children for close supervision.
 - Conduct regular headcounts, especially during transitions (e.g., entering/exiting vehicles, moving between activity areas).
 - Ensure staff have mobile phones or radios for communication during the activity.
5. Safety and Emergency Procedures
- A designated staff member will act as the **lead coordinator**, responsible for overseeing the activity and responding to emergencies.
 - Carry a list of emergency contact numbers and medical information for all participants. Review emergency protocols (e.g., lost child, injury) with staff before departure.
 - Ensure first aid supplies are readily available, and at least one staff member trained in CPR and first aid is present.
6. Special Considerations
- **Food and Allergies:** Ensure that any meals or snacks provided during the activity meet dietary restrictions and allergy requirements.
 - **Accessibility:** Plan activities and transportation that accommodate children with special needs.
 - **Weather:** Monitor weather conditions and modify or cancel activities if necessary.

Protocol for Off-Site Activities

- Pre-Departure Checklist
 - Obtain signed parental/guardian consent forms for all participants.
 - Review the itinerary and safety procedures with staff.
 - Verify that all required items (e.g., first aid kit, emergency contact list, necessary medications) are packed. Conduct a headcount and attendance check before departing.
- During the Activity
 - Supervise children closely, maintaining sight and sound contact at all times.
 - Conduct headcounts at regular intervals and during transitions.
 - Ensure children remain within designated areas and follow behavior expectations.
 - Address minor injuries or issues promptly and document them using incident report forms.
- Post-Activity Procedures
 - Conduct a final headcount before leaving the activity site.
 - Ensure all children are accounted for upon returning to the center.
 - Provide a brief report to the director, including any incidents or observations.
 - Communicate any relevant updates or concerns to parents/guardians.

Responsibilities

Staff

- Ensure all safety protocols are followed and children are supervised at all times.
- Be prepared to respond to emergencies and communicate with the center director as needed.

Director

- Approve all off-site activities and ensure they comply with state regulations and center policies.
- Verify that all staff are trained in off-site activity procedures and emergency response.

Parents/Guardians

- Provide consent forms and any necessary documentation regarding medical needs, allergies, or other considerations.
- Ensure children are dressed appropriately for the activity.

This policy ensures that off-site activities are conducted safely, responsibly, and with meaningful learning opportunities for all participants.

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Transportation Policy

Transportation Policy for Early Childhood Center

Purpose

This policy ensures the safe and efficient transportation of children to and from the center and during off-site activities. It outlines the responsibilities of staff, parents/guardians, and drivers, as well as the procedures for maintaining safety and compliance with state and local regulations.

Policy Statement

The center's transportation services will prioritize the safety, well-being, and comfort of all children. Only licensed, insured, and approved vehicles and drivers will be used, and appropriate safety measures will always be followed.

Transportation Guidelines

1. General Requirements

- All vehicles used for transportation must:
- Be properly licensed, insured, and maintained.
- Comply with state and federal safety regulations, including child restraint systems.
- Undergo regular inspections to ensure safety and cleanliness.

Drivers must:

- Hold a valid driver's license with the appropriate classification for the vehicle.
- Pass a background check and meet the center's hiring criteria.

- Be trained in child safety, emergency procedures, and center policies.
2. Child Safety
 - Seat Belts and Restraints:
 - All children must be secured in age- and size-appropriate car seats, booster seats, or seat belts.
 - The center will provide or approve the use of proper child restraint systems.
 - Supervision:
 - A designated staff member must accompany children during transportation to ensure supervision and assist the driver as needed.
 - Staff-to-child ratios will be maintained during transport.
 - Boarding and Exiting:
 - Children will be escorted to and from the vehicle by staff or a parent/guardian.
 - Staff will conduct head counts and attendance checks before departure and upon arrival.
 3. Emergency Preparedness
 - Each vehicle will be equipped with:
 - A first aid kit.
 - Emergency contact information for all children and staff onboard.
 - A mobile phone or radio for communication with the center.
 - Drivers and accompanying staff will be trained in:
 - Emergency evacuation procedures.
 - Basic first aid and CPR.
 - Responding to incidents such as illness, injury, or mechanical breakdowns.
 4. Transportation for Off-Site Activities
 - Parents/guardians will be informed of the details of off-site activities, including transportation plans.
 - Written consent is required for each child to participate.
 - Additional safety measures, such as increased supervision, will be implemented during off-site trips.
 5. Parent/Guardian Responsibilities
 - Ensure children are ready for pick-up or drop-off at the designated times and locations.
 - Notify the program in advance of any changes to transportation arrangements.
 - Provide up-to-date emergency contact information and documentation regarding special needs or medical conditions.
 - Ensure that children are dressed appropriately for the weather and any specific requirements of the trip.
 6. Center Responsibilities
 - Maintain accurate records of transportation schedules, routes, and participants.
 - Communicate with parents/guardians about any changes or delays.
 - Conduct regular safety drills and vehicle inspections.

- Ensure compliance with all legal and regulatory requirements related to child transportation.
7. Prohibited Practices
 - Children will not be left unattended in a vehicle at any time.
 - Drivers and staff will not use mobile phones or other distractions while the vehicle is in motion.
 - No unauthorized individuals will be allowed to ride in vehicles transporting children.

Procedures

1. Pre-Departure Checklist
 - Conduct a headcount and attendance check.
 - Ensure all children are secured in proper restraints.
 - Verify that emergency supplies and contact information are on board.
 - Confirm the route and destination with the driver.
2. During Transportation
 - Staff will monitor children's behavior and ensure they remain seated and restrained.
 - Communicate any incidents or delays to the program immediately.
3. Arrival Procedures
 - Conduct a final headcount and attendance check upon arrival. Escort children safely to their destination.
 - Report any concerns or incidents to the program director.

This policy complies with state licensing requirements and best practices for child safety in transportation. By following this policy, the program ensures that transportation services are safe, reliable, and supportive of children's needs.

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Pick-Up/Drop-Off Procedures

Purpose

This policy establishes clear and safe procedures for dropping off and picking up children, always ensuring their safety and accountability. It includes protocols for sign-in/sign-out and third-party releases, outlining staff responsibilities during these processes.

Policy Statement

The program prioritizes the safety and well-being of children during pick-up and drop-off times. Staff will follow established procedures to ensure accurate attendance records, verify the identity of individuals picking up children, and maintain a secure environment.

Drop-Off Procedure

1. Arrival Times
 - Parents/guardians must drop off children during designated arrival times to minimize disruptions to the daily schedule.
2. Sign-In Process
 - Parent/Guardian Responsibility:
 - Sign the child in using the center's designated system (e.g., electronic system or paper log).
 - Record the time of drop-off and provide any necessary notes (e.g., medication, special instructions).
 - Staff Responsibility:
 - Greet each child and parent/guardian upon arrival.
 - Verify the child's attendance by ensuring they are properly signed in.
 - Conduct a brief health check to ensure the child is fit to participate in daily activities.
 - Escort the child to their designated area or classroom, ensuring a smooth transition.

Pick-Up Procedure

1. Departure Times
 - Parents/guardians must pick up children by the designated closing time. Late pick-ups may incur a fee as outlined in the program's policies.
2. Sign-Out Process
 - Parent/Guardian Responsibility:
 - Sign the child out using the program's designated system, recording the time of pick-up.
 - Provide identification if requested by staff.

Staff Responsibility:

- Verify that the person picking up the child is authorized in the child's records.
- Check identification for individuals who are not familiar to staff.
- Ensure the child is signed out before they leave the center.
- Release the child only to authorized individuals listed on the child's emergency contact or release form.

Third-Party Release Policy

Authorization

- Parents/guardians must provide written consent for any individual other than themselves to pick up their child. This includes:
 - Full name and contact information of the authorized person.

- Duration of authorization (e.g., one-time or ongoing).

Verification

- Staff Responsibility:
 - Verify the identity of the authorized third party by checking a government-issued photo ID.
 - Confirm the individual's name matches the information on the child's release form.
 - Contact the parent/guardian immediately if there are any discrepancies or concerns.

Unauthorized Individuals:

- Staff must not release the child to any individual who is not listed as authorized, even if verbally requested by the parent/guardian.
- Notify the director immediately if an unauthorized person attempts to pick up a child.

Staff Responsibilities During Pick-Up/Drop-Off

Supervision:

- Staff must supervise the drop-off and pick-up areas at all times to ensure safety and efficiency.
- Be vigilant for any unauthorized individuals or suspicious activity.

Attendance Records:

- Verify that all children are signed in and out daily.
- Record attendance electronically or manually as a backup.

Child Safety:

- Escort children to and from the pick-up/drop-off area as needed.
- Maintain a welcoming and calm environment during transitions.

Communication:

- Provide updates to parents/guardians as needed, including daily notes or reminders.
- Report any concerns, such as late pick-ups or health issues, to the director.

Handling Emergency Situations or a Release Time Crisis:

- Follow emergency protocols if a parent/guardian or third party becomes disruptive or if a child's safety is at risk.
- Notify the director and, if necessary, local authorities.
- Do not release the child immediately. Instead, engage the child with another staff member while discussing the concerns with the person trying to pick up the child.

- Never release any child to an intoxicated person or to a driver who does not have a car seat properly installed.
 - If the child cannot be released safely to the person trying to pick up the child, contact the child's other designated parent/guardian to enlist their help in ensuring a safe release for the child.
 - If the well-being or safety of any child or staff member at the program is threatened, contact local authorities.
 - Once the crisis is resolved, conduct a debrief with staff to review the incident and address any concerns
 - Provide support to children, families, and staff as needed, including counseling resources if applicable.

Staff must review and understand these procedures regularly to ensure preparedness. Any questions about the protocol should be directed to the Program Director.

Compliance

All staff are required to adhere to this policy to ensure the safety and accountability of all children. Failure to comply with these procedures may result in corrective action.

This policy establishes a secure and organized pick-up/drop-off process, fostering trust and ensuring children's safety at all times.

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Medication Policy

Purpose

This policy ensures the safe administration of medication to children while they are in the care of the program. It aims to protect children's health, comply with regulatory guidelines, and provide clear instructions to staff and families.

Policy Statement

The program will administer medication to children only when it is necessary for their health and well-being, and with proper documentation and consent from the child's parent/guardian and, if required, a healthcare provider. Medications will be handled and stored securely, and only designated, trained staff members will administer them.

Medication Guidelines

Types of Medication Accepted

- **Prescription Medications:** Must be in the original container with the child's name, dosage instructions, and prescribing healthcare provider's name clearly labeled.
- **Over-the-Counter (OTC) Medications:** Accepted only with written authorization from the parent/guardian and, in some cases, a healthcare provider.
- **Emergency Medications:** (e.g., EpiPens, asthma inhalers): Must be provided by parents and kept readily accessible for emergencies.
- **Topical Medications:** (e.g., sunscreen, diaper cream): Accepted with written parent/guardian consent.

Authorization for Medication Administration

- A completed and signed **Medication Authorization Form** is required for all medications.
- The form must include:
 - Child's name
 - Medication name
 - Dosage and time(s) of administration
 - Reason for medication
 - Duration of medication use
 - Parent/guardian signature
 - Healthcare provider's signature (if required)

Medication Storage

- Medications will be stored in a designated, secure location:
 - Refrigerated medications will be kept in a locked container in the refrigerator.
 - Non-refrigerated medications will be kept in a locked cabinet out of children's reach.
- Emergency medications (e.g., EpiPens) will be stored in a readily accessible, secured location known to staff.

Administration Procedures

1. Preparation:
 - Check the child's name and medication instructions on the authorization form and medication label. Wash hands thoroughly before handling medication.
 - Measure the correct dosage using appropriate tools (e.g., medicine cups, droppers, syringes).
2. Administration:
 - Administer medication as directed on the label and authorization form. Remain calm and reassuring while administering medication to the child. Verify that the child has taken the medication.

3. Documentation:

- Record each administration on the **Medication Administration Log**, including:
 - Date and time
 - Dosage
 - Staff member's initials/signature
 - Notify parents/guardians of any issues (e.g., missed doses, child refusal, side effects).

Parent/Guardian Responsibilities

- Provide medication in its original, labeled container.
- Complete and submit the required **Medication Authorization Form**.
- Inform staff of any changes to medication instructions or the child's health.
- Provide any necessary measuring tools (e.g., droppers, syringes).

Staff Responsibilities

- Only designated and trained staff may administer medication.
- Staff must follow the medication policy and procedures.
 - Maintain confidentiality regarding a child's medication and health needs.
 - Ensure proper documentation and communication with families.

Emergency Situations

- In case of a medication-related emergency or adverse reaction:
- Follow the program's emergency response procedures.
 - Administer emergency medication (e.g., EpiPen) as instructed.
 - Contact emergency services (911) if necessary.
 - Notify the child's parent/guardian immediately.

Prohibited Practices

- No medication will be administered without proper authorization and documentation.
- Medications will not be shared between children.
- Expired medications will not be administered and will be returned to the parent/guardian.

Compliance and Review

This policy complies with state regulations and licensing requirements for early childhood programs. It will be reviewed annually and updated as needed.

This medication policy ensures that children's health needs are met safely and responsibly while under the program's care.

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Incident Reports

Incident Report Policy and Form

Purpose

To ensure the safety and well-being of all children and staff, this policy provides a standardized process for documenting and reporting incidents. Accurate and timely incident reports help address concerns, improve safety practices, and maintain communication with families.

Policy Statement

All incidents involving children or staff, including injuries, behavioral concerns, or unusual events, must be documented using the program's **Incident Report Form**. Staff are responsible for completing and submitting reports promptly, and families will be notified of incidents on the same day they occur.

Guidelines for Incident Reporting

When to Complete an Incident Report:

- Injuries requiring first aid or medical attention.
- Behavioral incidents, such as aggression or bullying.
- Environmental hazards or unsafe conditions.
- Any unusual or concerning event affecting a child or staff member.

Steps for Completing an Incident Report:

- Document the incident as soon as possible after it occurs.
- Provide clear, factual details (avoid opinions or assumptions).
- Record all actions taken, including first aid or follow-up steps.
- Notify the director or supervisor and submit the completed form.

Parent/Guardian Notification:

- Inform the child's parent/guardian on the same day as the incident.
- Provide a copy of the completed report if requested.

Storage and Confidentiality:

- Incident reports will be stored securely in the child's file.
- Reports will be shared only with authorized individuals, maintaining confidentiality.

Below you can find an example of an unusual incident report. These are the required documentation for injuries that must be reported to Community Care licensing in CA. You can find the form: <https://www.cdss.ca.gov/cdssweb/entres/forms/English/LIC624.PDF>

Incident Report Form

Child's Name:

Date of Incident:

Time of Incident:

Location:

Description of Incident:

Actions Taken:

Witnesses (if any):

Staff Member Completing Report:

Was Parent/Guardian Notified?

Details of Parent/Guardian Notification:

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Chapter 7: Emergency Procedures

The following emergency procedures are covered in this section:

- Location and Use of First Aid Kits
- In the event of sudden child illness
- In the event of a minor injury to a child
- Emergency Procedure: serious injury to a child
- Emergency Procedure: severe weather
- Emergency Procedure: electrical power (heating or cooling)
- Emergency evacuation procedure (fire or structural damage)
- Emergency Procedure: bomb threat
- Emergency Procedure: gas outage or leak
- Emergency Procedure: loss of water
- Emergency Procedure: missing child
- Emergency Procedure: death of a child

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Introduction and Form

To ensure the safety and well-being of children under our care, Community Care Licensing mandates the conspicuous posting of emergency guidance documents. This document serves as a readily accessible resource for all childcare staff, outlining essential procedures and protocols to be followed in the event of an emergency. You can find the form at:

<https://www.cdss.ca.gov/Portals/9/Additional-Resources/Forms-and-Brochures/2020/I-L/LIC610.pdf?ver=2023-11-07-105734-513>

Location and Use of First Aid Kits

First aid kits are in designated areas throughout the program, [Ex. including classrooms, the main office, and outdoor play areas]. These kits are stocked with essential supplies to address minor injuries and emergencies promptly and may vary by program.

All staff are expected to familiarize themselves with the locations of the first aid kits and use them appropriately in the event of an injury. First aid supplies should only be used for their intended purpose. If replacement supplies are needed, provide a list to the program director or designated supervisor.

In the event of a serious injury or medical emergency, staff should immediately seek assistance, contact emergency services (911), and notify the program director. Proper documentation of any first aid administered must be completed and filed according to the program's policies.

Maintaining the safety and well-being of children and staff is a shared responsibility, and proper use of first aid kits is an essential part of our safety procedures.

Given that first aid kits are intended for minor injuries, the contents will be tailored for both child and adult use. Examples of common items that may be included are:

- absorbent compress dressings
- adhesive bandages (assorted sizes)
- adhesive cloth tape
- several antibiotic ointment packets
- several antiseptic wipe packets
- packets of aspirin
- 1 emergency blanket
- breathing barrier (with one-way valve)
- cold compress
- 2 pair of nonlatex gloves
- gauze roller bandage
- sterile gauze pads, more than one size
- thermometer
- Tweezers
- Emergency First Aid instructions

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Emergency Procedure: In the Event of Sudden Child Illness

Purpose

To ensure the health and safety of all children, this procedure provides clear steps for staff to follow when a child becomes suddenly ill while at the program. Prompt and appropriate action minimizes the risk to the child and others in the program.

Procedure

1. Immediate Response

2. Assess the Child's Condition:

- Observe for symptoms such as fever, vomiting, difficulty breathing, rash, or unusual behavior.
- Stay calm and reassure the child while assessing the situation.
- If the illness appears life-threatening (e.g., severe allergic reaction, seizure, or difficulty breathing), call 911 immediately.

3. Separate the Child:

- Move the child to a quiet, supervised area away from other children to prevent the spread of illness.
- Ensure the child is comfortable and monitored by a staff member at all times.

4. Provide Basic First Aid (if applicable):

- Follow first aid protocols if necessary (e.g., assist with prescribed medication for asthma, cool compress for fever).
- Avoid administering medication unless authorized by the child's emergency medical plan.

2. Notification

1. Inform the Director:
 - Notify the center director or designated supervisor immediately.
 - Provide details of the child's symptoms and actions taken.
2. Contact the Parent/Guardian:
 - Call the child's parent/guardian immediately to inform them of the situation.
 - Provide clear information about the child's condition and request prompt pick-up if necessary.
 - If the parent/guardian is unavailable, contact the emergency contacts listed on the child's file.

3. Documentation

1. Record Details:
 - Complete an Incident Report Form, including:
 - The child's symptoms.
 - Time and location of the incident.
 - Actions taken (e.g., first aid, parent notification).
 - Note any verbal or written instructions received from the parent/guardian or emergency services.
2. Update Records:
 - Record any changes in the child's condition until the parent/guardian or emergency personnel arrive.
 - File the completed Incident Report Form in the child's record.

4. Follow-Up

1. Ensure the Child is Picked Up:
 - Release the child only to an authorized parent/guardian or emergency contact.
 - Provide the parent/guardian with details of the incident and any recommendations for medical care.
2. Clean and Disinfect:
 - Clean and sanitize any areas or materials the child came into contact with.
 - Follow the center's universal precautions to prevent the spread of illness.
3. Inform Other Families (if necessary):
 - If the illness is contagious (e.g., chickenpox, flu), notify other families while maintaining confidentiality.
 - Provide recommendations for monitoring symptoms in their children.

Responsibilities

Staff

- Monitor children for signs of illness and respond promptly.
- Follow all steps outlined in this procedure and notify the director and parent/guardian immediately.

Director

- Support staff in responding to the situation.
- Ensure proper documentation and communication with the child's family.
- Review the incident to identify any additional steps or preventive measures needed.

By adhering to this procedure, staff can ensure the child receives appropriate care while minimizing disruption and risk to the rest of the program.

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Emergency Procedure: In the Event of a Minor Injury to a Child

Purpose

This procedure ensures that minor injuries are promptly and appropriately addressed while maintaining the safety and comfort of the injured child. The goal is to provide basic first aid, notify the parent/guardian, and document the incident.

Procedure

1. Immediate Response

2. Assess the Injury:

- Evaluate the injury to determine that it is minor (e.g., small scrape, bruise, or bump).
- Remain calm and reassuring to the child to minimize distress.

3. Provide First Aid:

- Follow basic first aid protocols based on the injury:
 - Scrapes or Cuts: Clean the wound with soap and water, apply an adhesive bandage, and monitor for further bleeding.
 - Bruises or Bumps: Apply a cold compress or ice pack wrapped in a cloth to reduce swelling.
 - Splinters: Remove with sterilized tweezers if visible and easily accessible; clean and cover the area.
- Avoid using any creams, ointments, or medications unless authorized by the child's medical records or a parent/guardian.

4. Comfort the Child:
 - Provide emotional support to the child by staying calm and speaking gently.
 - Reassure the child that they are safe and cared for.

2. Notification

1. Inform the Parent/Guardian:
 - Notify the child's parent/guardian of the injury, even if it is minor, during pick-up or via a phone call.
 - Provide clear information about the nature of the injury and the first aid administered.
 - Offer a copy of the Incident Report Form upon request.
2. Communicate with the Director:
 - Inform the director or designated supervisor about the incident if necessary.
 - Seek additional guidance if there are any questions about the appropriate response.

3. Documentation

1. Complete an Incident Report Form:
 - Record the following information:
 - The child's name and age.
 - Date, time, and location of the incident.
 - Description of the injury.
 - Actions taken, including first aid administered.
 - Names of staff who witnessed or responded to the incident.
 - Obtain signatures from the staff member completing the form and the director.
2. File the Report:
 - Store the completed Incident Report Form in the child's file for future reference.

4. Follow-Up

1. Monitor the Child:
 - Observe the child throughout the day to ensure the injury does not worsen.
 - Notify the director and parent/guardian immediately if new symptoms develop.
2. Communicate with Families:
 - During pick-up, provide verbal updates to the parent/guardian regarding the child's condition and behavior after the injury.
3. Review Safety Protocols (if applicable):
 - If the injury was caused by an environmental factor or equipment, inspect the area for hazards and take corrective action as necessary.

Responsibilities

Staff

- Provide immediate first aid to the injured child.

- Comfort the child and communicate effectively with the parent/guardian.
- Document the incident accurately and promptly.

Director

- Support staff in responding to the incident.
- Review the completed incident report and ensure it is properly filed.
- Address any safety concerns or follow-up actions as needed.

By adhering to this procedure, staff ensure that minor injuries are handled with care and professionalism, maintaining a safe and supportive environment for all children.

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Emergency Procedure: Serious Injury to a Child

Purpose

This procedure outlines the steps to follow in the event of a serious injury to a child while at the program. The goal is to ensure the child receives immediate and appropriate care, protect the safety of all children and staff, and maintain clear communication with parents and emergency responders.

Procedure

1. Immediate Response

1. Assess the Situation:
 - Quickly evaluate the child's injury and determine the severity.
 - If the injury is life-threatening (e.g., severe bleeding, unconsciousness, broken bones, choking), call 911 immediately.
 - Remain calm and reassure the child.
2. Provide First Aid:
 - Follow basic first aid protocols while waiting for emergency personnel or the child's parent/guardian to arrive.
 - Examples include:
 - Apply pressure to stop bleeding.
 - Stabilize a suspected broken bone or injury to prevent further harm.
 - Perform CPR if the child is unresponsive and not breathing.
 - Use gloves and follow universal precautions when handling blood or bodily fluids.
3. Move Other Children:
 - Ensure other children are moved to a safe area, away from the injured child.
 - Assign staff to supervise the group and maintain calm while the injured child is attended to.

2. Contact Emergency Services

1. Call 911:
 - Provide the operator with:
 - The child's condition and details of the injury.
 - The center's name, address, and any specific instructions for accessing the building.
2. Follow Emergency Personnel Instructions:
 - Stay on the line with the operator until help arrives.
 - Cooperate fully with emergency responders and provide any necessary information.

3. Notification

1. Inform the Director:
 - Notify the center director or designated supervisor immediately.
 - Provide details about the injury and actions taken.
2. Contact the Parent/Guardian:
 - Call the child's parent/guardian as soon as possible.
 - Provide clear information about the child's condition and the steps being taken.
 - Request the parent/guardian proceed to the center or hospital, depending on the situation.

4. Documentation

1. Complete an Incident Report Form:
 - Include detailed information about:
 - The nature of the injury.
 - Time, location, and circumstances of the incident.
 - Actions taken by staff and emergency personnel.
 - Obtain signatures from the director and the staff member involved.
2. Maintain Records:
 - File the completed Incident Report Form in the child's record.
 - Document any follow-up communications with the parent/guardian or medical personnel.

5. Follow-Up

1. Support the Child and Family:
 - Follow up with the parent/guardian to check on the child's condition.
 - Provide assistance with any necessary documentation or referrals.
2. Review the Incident:
 - Conduct a review of the incident with staff and the director to determine if additional safety measures or training are needed.
 - Update safety protocols if necessary to prevent similar incidents.
3. Communicate with Families (if necessary):

- Notify other families only if the situation impacts the broader center community (e.g., equipment failure, environmental hazards).
- Maintain confidentiality regarding the injured child's identity.

Responsibilities

Staff

- Act quickly and provide appropriate first aid to the injured child.
- Notify the director and parent/guardian immediately.
- Complete all documentation accurately and promptly.

Director

- Support staff during the emergency response.
- Coordinate communication with emergency personnel and the child's family.
- Ensure incident documentation is completed and stored appropriately.

By following this procedure, staff can ensure the injured child receives prompt and appropriate care while maintaining a safe and supportive environment for everyone in the program.

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Emergency Procedure: Severe Weather

Purpose

This procedure ensures the safety and well-being of children, staff, and families during severe weather events. It provides clear steps to prepare for, respond to, and recover from weather-related emergencies such as tornadoes, severe thunderstorms, hurricanes, or other hazardous conditions.

Procedure

1. Monitoring Severe Weather

1. Weather Alerts:

- Staff and the director will monitor local weather updates via NOAA Weather Radio, weather apps, or local broadcasts.
- Designate a staff member to stay informed about watches and warnings in real-time.

2. Definitions:

- Watch: Conditions are favorable for severe weather. Prepare to act.
- Warning: Severe weather is occurring or imminent. Take immediate action.

2. Immediate Response to Severe Weather

1. Director's Notification:

- The director will announce the activation of the severe weather procedure based on the type of weather emergency.
2. **Shelter-In-Place:**
 - Move children and staff to designated **safe areas** (e.g., interior rooms without windows, basements, or hallways). Avoid rooms with large windows or exterior walls.
 - Bring emergency supplies, including:
 - First aid kit
 - Flashlights
 - Emergency contact information
 - Diapers, snacks, and water
 - Ensure all children and staff are accounted for using the attendance log.
 3. **Communication with Parents/Guardians:**
 - Notify parents/guardians via the center's communication system (e.g., email, text, or phone) to inform them of the situation and any necessary actions.
 4. **During the Severe Weather Event**
 1. Supervision:
 - Assign staff to groups of children to maintain calm and order.
 - Engage children in quiet activities to keep them comforted and occupied.
 2. Safety Precautions:
 - Keep all children seated and away from windows, doors, and objects that could shatter or fall.
 - Use blankets or mats to protect children from potential debris if necessary.
 3. Emergency Communication:
 - Maintain communication with local emergency services or authorities for updates and instructions.
 - Follow evacuation orders if issued and deemed safe.
 5. **Post-Severe Weather Actions**
 1. Assess Damage and Safety:
 - Inspect the building and surrounding area for hazards (e.g., fallen trees, broken glass, electrical wires).
 - Ensure it is safe to return to normal activities before resuming operations.
 2. Notify Parents/Guardians:
 - Provide updates about the situation and the children's safety.
 - Inform parents if pick-up is delayed or relocated to an alternate site.
 3. Document the Incident:
 - Complete an incident report detailing:
 - Type of severe weather
 - Actions taken

- Any injuries, damages, or concerns
- Review the response with staff to identify areas for improvement.

Preparation Steps

1. **Designated Safe Areas:**
 - Identify and post maps of severe weather shelter areas throughout the center.
 - Conduct regular drills to familiarize staff and children with shelter locations and procedures.
2. **Emergency Supplies:**
 - Maintain a stockpile of emergency items, including:
 - Flashlights and batteries
 - First aid supplies
 - Non-perishable snacks and bottled water
 - Emergency contact information and attendance logs
3. **Staff Training:**
 - Train staff annually on severe weather procedures, including shelter-in-place and evacuation protocols.
 - Ensure all staff are familiar with their roles during an emergency.

Responsibilities

Staff

- Supervise and comfort children during the emergency.
- Follow all steps of the severe weather procedure.
- Ensure attendance is accurate and updated throughout the event.

Director

- Monitor weather alerts and determine when to activate the procedure.
- Communicate with staff, parents/guardians, and emergency services.
- Oversee post-incident reviews and documentation.

By following this procedure, the program ensures preparedness and a swift, coordinated response to severe weather, prioritizing the safety of all children and staff.

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Emergency Procedure: Loss of Electrical Power, Heating or Cooling

Purpose

To ensure the safety and well-being of children and staff during a loss of electrical power, heating, or cooling. This procedure outlines steps to maintain comfort and safety until power is restored or further action is required.

Procedure

1. Immediate Response

1. Assess the Situation:
 - Determine the extent of the power outage and any immediate hazards (e.g., loss of lighting, heating, cooling, or ventilation).
 - Notify the director or designated supervisor.
2. Provide Temporary Lighting:
 - Use flashlights or battery-powered lanterns from the emergency supply kit.
 - Avoid using candles or open flames.
3. Monitor Conditions:
 - Loss of Heating (Cold Weather):
 - Ensure children are dressed warmly.
 - Provide blankets or additional layers to maintain comfort.
 - Move children to a smaller, insulated area if necessary to retain warmth.
 - Loss of Cooling (Hot Weather):
 - Ensure children stay hydrated.
 - Move to shaded or cooler areas of the building.
 - Use battery-powered fans or open windows for ventilation, if safe.

2. Communication

1. Notify Parents/Guardians:
 - Inform parents/guardians of the situation and provide updates on the center's status.
 - Advise them if early pick-up may be required.
2. Contact Utility Provider:
 - Notify the local utility company to report the outage and inquire about the estimated time of restoration.

3. Evacuation (if Necessary)

- If conditions become unsafe due to extreme temperatures or prolonged power loss, follow the **Emergency Evacuation Procedure** below.
- Relocate to a pre-designated alternate site, if applicable, and notify parents/guardians of the location.

4. Post-Restoration Actions

- Inspect the facility for any damages or safety concerns before resuming normal operations.
- Reset heating, cooling, and ventilation systems.
- Document the incident and review the response to identify any areas for improvement.

This procedure ensures the safety and accountability of all children and staff during emergencies involving power loss.

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Emergency Procedure: Fire or Structural Damage Evacuation

Purpose

To ensure the safe and efficient evacuation of all children and staff during a fire or structural damage emergency.

Procedure

1. Immediate Response

1. Activate Fire Alarm:
 - Pull the fire alarm to alert all occupants and initiate evacuation.
 - Notify the fire department by calling 911 and provide details about the situation.
2. Evacuate the Building:
 - Follow the designated evacuation routes posted in each classroom and common area.
 - Assist children in an orderly manner, ensuring staff-to-child ratios are maintained.
 - Conduct headcounts using the attendance log to ensure all children are accounted for.
3. Assist Individuals with Special Needs:
 - Assign staff to assist children or adults with disabilities or mobility challenges.
 - Use evacuation devices (e.g., evacuation cribs, wheelchairs) as needed.
4. Avoid Hazards:
 - Do not use elevators.
 - Stay low to the ground if there is smoke.
 - Close doors behind you to contain fire or smoke.

2. Assembly at Designated Meeting Area

1. Move to Safety:
 - Lead children to the designated meeting area outside and away from the building (e.g., a parking lot or neighboring facility).
 - Conduct a second headcount to confirm all children and staff are present.
2. Maintain Calm and Order:
 - Keep children calm and reassured.

- Engage them in quiet activities while awaiting further instructions.

3. Communication

1. Notify Parents/Guardians:
 - Inform parents/guardians of the evacuation and the location of the children.
 - Provide updates as new information becomes available.
2. Coordinate with Emergency Responders.
3. Provide details about the number of children and staff evacuated, and any concerns (e.g., missing individuals, injuries).

4. Reentry or Relocation

- Reentry:
 - Return to the building only after it has been declared safe by emergency personnel.
- Relocation:
 - If the building is unsafe for reentry, relocate to the pre-designated alternate site and notify parents/guardians of the new location.

5. Documentation

- Complete an **Incident Report Form** detailing:
 - The cause of the evacuation.
 - Actions taken during the emergency.
 - Any injuries or safety concerns.
- Review the incident with staff to evaluate and improve the evacuation procedure.

Responsibilities

Staff

- Supervise children during the evacuation and ensure all safety protocols are followed.
- Conduct headcounts and maintain calm throughout the process.

Director

- Coordinate communication with emergency personnel and parents/guardians.
- Oversee documentation and conduct a post-incident review to improve procedures.

Emergency evacuation procedure (fire or structural damage) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

Emergency Procedure: Bomb Threat

Purpose

To ensure the safety of children, staff, and visitors during a bomb threat, this procedure outlines steps for responding to and managing the situation calmly and effectively. The priority is to evacuate the building safely and coordinate with law enforcement.

Procedure

1. Receiving a Bomb Threat

1. If the Threat is Received by Phone:
 - Remain calm and listen carefully to the caller.
 - Record as much information as possible, including:
 - Exact words of the caller.
 - Time and date of the call.
 - Background noises or voice characteristics.
 - Ask the caller specific questions:
 - “Where is the bomb located?”
 - “What time is it set to go off?”
 - “What does it look like?”
 - “Why was it placed?”
 - Do not hang up the phone, even after the caller ends the call. Leave the line open for law enforcement.
2. If the Threat is Received in Writing:
 - Handle the document as little as possible.
 - Notify the director or supervisor immediately.
 - Preserve the written threat for law enforcement.
3. If the Threat is Received Electronically:
 - Do not delete the message or email.
 - Notify the director or supervisor immediately.
 - Preserve the message for law enforcement.

2. Notification

1. Notify the Director:
 - The person receiving the threat must immediately inform the director or designated supervisor.
 - The director will assess the situation and contact law enforcement.
2. Contact Authorities:
 - Call **911** and provide all details of the threat, including information recorded from the caller or message.
 - Follow instructions from law enforcement.

3. Evacuation

1. Initiate Evacuation:
 - Announce a calm, controlled evacuation using a pre-arranged code to avoid panic (e.g., “Attention staff: Please proceed to your emergency location”).
 - Follow the center’s designated evacuation routes unless directed otherwise by law enforcement.
 - Staff must bring attendance logs, emergency contact information, and a first aid kit.
2. Conduct Headcounts:
 - Perform an initial headcount as children leave the building.
 - Conduct a second headcount at the designated meeting area to ensure all children and staff are accounted for.
3. Avoid Using Electronics:
 - Do not use mobile phones, radios, or other electronic devices during evacuation, as they could trigger a device.
4. Designated Meeting Area:
 - Assemble at the designated safe location away from the building.
 - Keep children calm and engaged while awaiting further instructions.

4. Await Instructions

- Cooperate fully with law enforcement and emergency personnel.
- Provide details of the threat and assist in searches or investigations if requested.
- Do not return to the building until it has been cleared by authorities.

5. Parent/Guardian Notification

1. Initial Communication:
 - Notify parents/guardians of the situation and the center’s response via text, email, or phone.
 - Reassure families that children are safe and provide instructions on pick-up procedures if necessary.
2. Follow-Up:
 - Provide updates as the situation develops and once it is resolved.
 - Maintain open lines of communication to address parent/guardian concerns.

6. Documentation

- Complete an **Incident Report Form** detailing:
 - How the threat was received.
 - Actions taken by staff and emergency responders.
 - The outcome of the situation.
 - File the report in the center’s emergency records.

7. Post-Incident Review

- Conduct a staff debrief to evaluate the effectiveness of the response.
- Identify areas for improvement and update emergency procedures if necessary.
- Offer support to children, families, and staff as needed.

Responsibilities

Staff

- Remain calm and follow evacuation procedures.
- Supervise and reassure children during the evacuation.
- Conduct headcounts and ensure all children are accounted for.

Director

- Coordinate with law enforcement and lead the response.
- Communicate with staff and families.
- Oversee documentation and post-incident reviews.

By adhering to this procedure, the center ensures a coordinated and effective response to bomb threats, prioritizing the safety and well-being of all children and staff.

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Emergency Procedure: Gas Outage or Leak

Procedure

1. Identifying a Gas Leak

1. Signs of a Gas Leak:

- Smell of rotten eggs or sulfur.
- Hissing or whistling sounds near gas lines or appliances.
- Dead or discolored vegetation around outdoor gas lines.
- Feeling dizzy, nauseous, or lightheaded.

2. Immediate Actions:

- Do not use electrical switches, appliances, or open flames.
- Avoid using cell phones or radios inside the building.
- Notify the director or supervisor immediately.

2. Evacuation

1. Initiate Evacuation:

- Announce the evacuation calmly and clearly.

- Follow the center's designated evacuation routes unless the leak blocks access. Use alternate routes if necessary.
2. **Ensure Child Safety:**
 - Staff must bring:
 - Attendance logs.
 - Emergency contact information.
 - First aid kit.
 - Perform a headcount as children leave the building and again at the assembly area.
 3. **Avoid Contamination:**
 - Do not attempt to locate or fix the source of the gas leak.
 - Keep children and staff at least 300 feet away from the building or as directed by emergency personnel.
3. **Notification**
 1. **Contact Authorities:**
 - Call 911 and the local gas company immediately to report the suspected leak.
 - Provide the exact location of the center, signs of the leak, and any immediate concerns.
 2. **Inform Parents/Guardians:**
 - Notify parents/guardians of the evacuation via text, email, or phone.
 - Provide updates on the situation, including the evacuation location and pick-up instructions if needed.
4. **Await Further Instructions**
 - Do not re-enter the building until it has been inspected and declared safe by emergency personnel or the gas company.
 - Follow all instructions provided by first responders.
5. **Reunification Process**
 - If the building remains unsafe for re-entry:
 - Relocate children to the pre-designated alternate site.
 - Notify parents/guardians of the relocation and provide pick-up details.
6. **Documentation**
 - Complete an **Incident Report Form** detailing:
 - How the leak was detected.
 - Actions taken by staff and emergency responders.
 - Outcome of the situation.
 - File the report in the center's emergency records.
7. **Post-Incident Review**
 1. **Debrief with Staff:**

- Review the incident and the effectiveness of the evacuation.
 - Identify any areas for improvement in procedures or response.
2. Inspect and Repair:
 - Coordinate with the gas company and building maintenance to ensure all repairs and safety inspections are completed.
 3. Communicate with Families:
 - Provide a detailed follow-up to parents/guardians, reassuring them of the steps taken to ensure safety

Responsibilities

Staff

- Supervise children during the evacuation and ensure their safety.
- Perform headcounts and maintain calm throughout the process.

Director

- Coordinate evacuation efforts and communicate with emergency responders.
- Notify parents/guardians and oversee documentation and post-incident reviews.

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Emergency Procedure: Loss of Water

Purpose

To ensure the safety, health, and well-being of children and staff in the event of a loss of water supply. This procedure outlines steps to maintain hygiene, hydration, and safety until the water service is restored or further action is required.

Procedure

1. Immediate Response

1. Assess the Situation:
 - Confirm the extent of the water outage and any potential impacts on the center (e.g., drinking water, restrooms, food preparation).
 - Notify the director or designated supervisor immediately.
2. Contact the Utility Provider:
 - Call the local water utility company to report the outage and inquire about the estimated time for service restoration.
3. **Notify Staff:**

- Inform all staff about the water outage and provide instructions for implementing alternative measures for hygiene and hydration.

2. Implement Alternative Measures

1. Drinking Water:

- Use bottled water from the center's emergency supplies for drinking and food preparation.
- If emergency supplies are insufficient, contact local suppliers or authorities to request additional bottled water.

2. Hygiene:

- Use hand sanitizer for hand hygiene if running water is unavailable.
- Limit restroom use if necessary and follow sanitation guidelines (e.g., lining toilet bowls with plastic bags and disposing of waste properly).
- Encourage frequent use of wet wipes or disposable towels for basic hygiene.

3. Food Preparation:

- Avoid preparing meals requiring water if bottled water supplies are insufficient.
- Serve pre-packaged or ready-to-eat food items during the outage.

3. Communication

1. Notify Parents/Guardians:

- Inform parents/guardians of the water outage and any impacts on daily operations.
- Provide updates if the outage is prolonged or if alternate pick-up plans are necessary.

2. Coordinate with Local Authorities:

- Contact local health or emergency services for additional resources or guidance if needed.

4. Evacuation (if Necessary)

- If the water outage compromises health and safety (e.g., lack of sanitation or drinking water), follow the **Emergency Evacuation Procedure**.
- Relocate to a pre-designated alternate site with adequate facilities.
- Notify parents/guardians of the relocation and provide pick-up instructions.

5. Post-Restoration Actions

1. Flush Systems:

- Run faucets and drinking fountains for several minutes to clear any sediment or contaminants from the lines after water service is restored.
- Check restrooms, kitchens, and other areas to ensure proper water flow.

2. Inspect for Safety:

- Verify that water quality meets safety standards before resuming normal operations.
- Disinfect any surfaces or equipment that may have been affected during the outage.

3. **Communicate Updates:**

- Notify parents/guardians and staff when water service is fully restored and normal operations resume.

6. **Documentation**

- Complete an **Incident Report Form** detailing:
 - The time and duration of the water outage.
 - Actions taken to address the situation.
 - Any impacts on operations or safety concerns.
- File the report in the center's emergency records.

Responsibilities

Staff

- Follow alternative hygiene and hydration measures.
- Supervise children and ensure their safety during the water outage.
- Communicate any concerns to the director immediately.

Director

- Coordinate communication with utility providers, parents/guardians, and local authorities.
- Oversee implementation of alternative measures and ensure compliance with health and safety standards.
- Conduct post-incident reviews to identify areas for improvement.

By adhering to this procedure, the program ensures that health and safety are maintained during a water outage, minimizing disruption and ensuring readiness for any necessary adjustments.

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Emergency Procedure: Missing Child

Purpose

This procedure outlines the steps to respond swiftly and effectively in the event a child goes missing while under the care of the program. The goal is to ensure the safety of the missing child, locate them promptly, and maintain the safety of the other children.

Procedure

1. **Immediate Response**

1. **Alert Staff and Conduct a Headcount:**
 - As soon as a child is suspected to be missing, notify all staff immediately.

- Conduct a headcount and verify attendance using the sign-in sheet or attendance log to confirm the missing child's identity.

2. Search the Premises:

- Assign staff members to search specific areas of the facility, including:
 - Classrooms.
 - Restrooms.
 - Playgrounds.
 - Common areas.
- Search areas where the child was last seen, and check hiding spots such as under tables or in closets.

2. Notify the Director

1. Escalate the Situation:
 - Inform the center director or designated supervisor immediately if the child is not located within 5 minutes.
 - The director will coordinate further actions, including contacting emergency services and parents/guardians.
2. Secure the Facility:
 - Prevent unauthorized access or exit from the building by locking doors and monitoring all entry/exit points.
 - Ensure all other children remain supervised and calm.

3. Contact Authorities and Parents/Guardians

1. Call 911:
 - Provide the following information:
 - Child's name, age, and description (e.g., height, weight, clothing, distinguishing features).
 - Last known location and time.
 - Any additional relevant details (e.g., if the child has special needs or medical conditions).
 - Follow instructions from law enforcement.
2. Notify Parents/Guardians:
 - Call the child's parents/guardians to inform them of the situation.
 - Provide reassurance that the center is working with authorities to locate the child.

4. Search Beyond the Premises

- If the child is not found on the premises, staff may coordinate with law enforcement to expand the search area.
- Provide law enforcement with updated attendance records and the child's emergency contact information.

5. Document the Incident

1. Complete an Incident Report Form:
 - Include detailed information such as:
 - The child's name and time of disappearance.
 - Actions taken by staff.
 - Locations searched.
 - Communication with authorities and parents/guardians.
 - File the report in the center's emergency records.

6. Follow-Up

1. Debrief with Staff:
 - Conduct a staff meeting to review the incident and identify any areas for improvement.
 - Update policies or procedures as needed to prevent future occurrences.
2. Support for Children and Families:
 - Provide reassurance to the other children and families about the steps taken to ensure safety.
 - Offer support to the missing child's family during and after the incident.

Prevention Measures

- Conduct regular headcounts during transitions, outdoor play, and field trips.
- Ensure all children are supervised at all times.
- Maintain updated attendance logs and sign-in/sign-out sheets.
- Secure all doors, gates, and fences to prevent unauthorized exits.

Responsibilities

Staff

- Conduct immediate headcounts and search the premises.
- Supervise other children and ensure their safety.
- Report the missing child to the director promptly.

Director

- Coordinate the response, including contacting authorities and parents/guardians.
- Lead post-incident reviews and update safety procedures as needed.

By following this procedure, the program ensures a swift, coordinated, and effective response to locate the missing child while prioritizing the safety and well-being of all children.

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Emergency Procedure: Death of a Child

Purpose

This procedure provides a clear, compassionate, and structured response to the tragic and rare event of a child's death at the program. The goal is to handle the situation with care, support the child's family, notify appropriate authorities, and address the emotional needs of staff, children, and families.

Procedure

1. Immediate Response

1. Assess the Situation:
 - Immediately check for signs of life.
 - Begin CPR or administer other life-saving measures if appropriate and safe to do so, following your training.
2. Call Emergency Services:
 - Dial 911 immediately to report the incident.
 - Provide:
 - The center's name and address.
 - A description of the child's condition and any actions taken.
3. Notify the Director:
 - Inform the center director or designated supervisor immediately.
 - The director will take responsibility for coordinating the response and further communications.
4. Move Other Children:
 - Discreetly relocate other children to a separate area to ensure they are not exposed to the situation.
 - Assign staff to supervise and reassure the children.

2. Secure the Area

1. Limit Access:
 - Secure the area where the incident occurred to preserve the scene for emergency responders and investigators.
 - Ensure no unauthorized individuals enter the area.
2. Document Initial Details:
 - Record the time and details of the incident, including:
 - The child's name and age.
 - The activity or circumstances surrounding the incident.
 - Any first aid or life-saving measures performed.

3. Notification

1. Contact the Family:

- The director or a designated staff member should notify the child's parents/guardians immediately with compassion and clarity.
 - Arrange for the family to come to the center or meet at the hospital if applicable.
2. Inform Authorities:
 - Cooperate with law enforcement or child protective services as required by law.
 - Notify licensing or regulatory agencies in accordance with state requirements.
- 4. Support for Staff, Children, and Families**
1. Provide Emotional Support:
 - Arrange for grief counselors to support staff, children, and families.
 - Reassure children and provide age-appropriate explanations, avoiding unnecessary details.
 2. Communicate with Families:
 - Notify other families about the incident with sensitivity, while maintaining confidentiality.
 - Offer counseling resources and support services.
- 5. Documentation**
1. Complete an Incident Report:
 - Include a factual account of the incident, steps taken, and communications made.
 - Ensure all documentation is detailed, accurate, and filed securely.
 2. Preserve Records:
 - Maintain all records related to the incident, including attendance logs, medical records, and staff actions.
- 6. Follow-Up**
1. Debrief Staff:
 - Conduct a meeting to review the incident, provide emotional support, and discuss any procedural changes needed.
 2. Evaluate Policies:
 - Review and update safety and emergency procedures as necessary.
 - Schedule additional training if gaps in knowledge or practice are identified.
 3. Ongoing Support:
 - Continue providing counseling or mental health resources for staff, children, and families as needed.

Responsibilities

Staff

- Respond immediately with first aid or life-saving measures.
- Supervise other children and maintain calm during the situation.
- Document actions taken and assist the director as needed.

Director

- Coordinate the response, including notifying emergency services and the child's family.
- Communicate with authorities and ensure compliance with reporting requirements.
- Oversee post-incident reviews and provide support to the program community.

Confidentiality

- Protect the privacy of the child and their family at all times.
- Share information only with authorized individuals, including emergency responders and regulatory agencies.

This procedure ensures a compassionate, organized, and professional response to a tragic event, prioritizing the care and well-being of the center community.

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Medical Injury Log

Importance of a Medical Injury Log:

Helps identify potential hazards and prevent future incidents to maintain the safety and wellbeing of children.

Many states require childcare facilities to maintain injury logs for licensing and legal purposes to maintain compliance.

Key Elements of a Medical Injury Log:

- **Child's Name:** Identify the injured child.
- **Date and Time of Injury:** Record when the injury occurred.
- **Description of the Incident:** Summarize the account of what happened, location, circumstances, the nature, and extent of the injury.
- **Medical Treatment:** Document any first aid or medical care provided.
- **Staff Initials/Signature:** Indicate who made the entry.
- **Witnesses:** List any staff members who witnessed the incident.
- **Contact Information:** Include the child's parent/guardian's name and contact details.

Injury Log is authored by Ana R Leon with the help of AIs and is shared under a [CC BY-NC 4.0](#) license.

Chapter 8: Developmental Skills Checklist

Early Childhood Education Skill Checklist Chart



Figure 20 Children playing by epSos.de is licensed CC BY 2.0

Importance of These Skills in Early Childhood

Developing practical life, sensorial, geography, science, language, and mathematics skills is crucial in early childhood as they lay the foundation for lifelong learning and cognitive development. Practical life activities foster independence, fine motor skills, and responsibility, while sensorial activities enhance sensory perception and critical thinking. Geography, science, and mathematics activities promote exploration, curiosity, and analytical skills, nurturing a child's understanding of the world and problem-solving abilities. Language activities develop communication skills and literacy, which are essential for academic success and social interaction. Together, these skills contribute to a well-rounded, holistic approach to early education that supports a child's growth and prepares them for future educational endeavors.

Child's Name:

Year:

Practical Activities:

- ☐ Pouring Water
- ☐ Buttoning Frame
- ☐ Sweeping
- ☐ Table Setting
- ☐ Plant Watering
- ☐ Folding Clothes
- ☐ Sorting Objects
- ☐ Washing Dishes
- ☐ Lacing Cards
- ☐ Dressing Up
- ☐ Polishing Shoes

- ☐ Food Preparation (e.g., slicing fruit)
- ☐ Carrying a Tray
- ☐ Setting a Table
- ☐ Hand Washing
- ☐ Cleaning Spills
- ☐ Zipping Practice
- ☐ Using Tongs
- ☐ Pouring Grains
- ☐ Dusting

Sensorial Activities:

- ☐ Color Matching

- ☐ Sound Cylinders
- ☐ Smelling Jars
- ☐ Texture Boards
- ☐ Geometric Solids
- ☐ Rough and Smooth Boards
- ☐ Fabric Matching
- ☐ Cylinder Blocks
- ☐ Weight Comparison
- ☐ Sandpaper Letters
- ☐ Visual Discrimination Puzzles
- ☐ Temperature Bottles
- ☐ Sorting by Size
- ☐ Matching Shapes
- ☐ Liquid Measuring Cups
- ☐ Scent Bottles
- ☐ Taste Testing
- ☐ Light Table
- ☐ Exploration
- ☐ Bead Stringing
- ☐ Knobbed Puzzles

Geography Activities

- ☐ Globe Exploration
- ☐ Map Puzzles
- ☐ Flags Identification
- ☐ Land and Water Forms
- ☐ Cultural Music
- ☐ Continent Cards
- ☐ Country Stamps
- ☐ Famous Landmarks
- ☐ Cultural Costumes
- ☐ Language Greetings
- ☐ Compass Practice
- ☐ World Atlas Viewing
- ☐ Creating Maps
- ☐ Animal Habitats by Continent
- ☐ Weather Around the World
- ☐ Postcards Exchange
- ☐ International Foods
- ☐ Flags of the World Craft
- ☐ Traditional Dances
- ☐ Regional Artifacts Exploration

Science Activities

- ☐ Plant Life Cycle
- ☐ Animal Habitats
- ☐ Simple Experiments (e.g., sink/float)
- ☐ Weather Observation
- ☐ Magnifying Glass Exploration
- ☐ Building with Blocks
- ☐ Exploring Magnets
- ☐ Gardening
- ☐ Observing Insects
- ☐ Exploring Shadows
- ☐ Mixing Colors
- ☐ Water Cycle Demonstration
- ☐ Fossil Observation
- ☐ Nature Walks
- ☐ Bird Watching
- ☐ Seed Sprouting
- ☐ Studying Rocks
- ☐ Creating a Tornado in a Bottle
- ☐ Observing Worms
- ☐ Ice Melting Experiment

Language Activities

- ☐ Story Time Participation
- ☐ Letter Tracing
- ☐ Phonics Games
- ☐ Vocabulary Cards
- ☐ Rhyming Activities
- ☐ Name Recognition
- ☐ Alphabet Song
- ☐ Story Sequencing
- ☐ Sight Word Bingo
- ☐ Writing Practice
- ☐ Sound Matching
- ☐ Story Retelling
- ☐ Puppet Shows
- ☐ Sing-Alongs
- ☐ Finger Plays
- ☐ Reading Picture Books
- ☐ Labeling Classroom Objects
- ☐ Letter Matching

- ☐ Listening Games
- ☐ Building Word Families

Mathematics Activities:

- ☐ Counting Beads
- ☐ Number Matching
- ☐ Simple Addition
- ☐ Shape Sorting
- ☐ Pattern Recognition
- ☐ Number Tracing
- ☐ Counting Blocks
- ☐ Measuring Lengths

- ☐ Counting Songs
- ☐ Clock Reading Practice
- ☐ Matching Numbers to Objects
- ☐ Simple Subtraction
- ☐ Puzzle Solving
- ☐ Graphing Objects
- ☐ Building Towers by Size
- ☐ Estimation Games
- ☐ Skip Counting
- ☐ Sorting by Size
- ☐ Making Number Lines
- ☐ Comparing Quantities

Early Childhood Skill Checklist is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

Early Childhood Narrative Assessment

Student's Name:

Teacher:

School:

Grading Period:

Year:

Areas of Learning and Teacher Assessment

1. Practical Life Skills

Assessment:

Teacher's Comments:

2. Sensorial Development

Assessment:

Teacher's Comments:

3. Language and Literacy

Assessment:

Teacher's Comments:

4. Mathematics

Assessment:

Teacher's Comments:

5. Science Exploration

Assessment:

Teacher's Comments:

6. Geography and Cultural Understanding

Assessment:

Teacher's Comments:

7. Social and Emotional Development

Assessment:

Teacher's Comments:

8. Physical Development and Motor Skills

Assessment:

Teacher's Comments:

Teacher's Overall Remarks:

Parent/Guardian Section

Parent's Comments:

Parent/Guardian Signature:

Date:

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Infant and Toddler

Infant/Toddler Daily Report Form & Parent's Daily Report Form

To be completed by the childcare provider/teacher and parent/guardian.

Child's Information

Child's Name:

Date:

Teacher/Provider:

Section 1: Guardian's Daily Report (Completed by Guardian)

Health Observations

My child has experienced the following (check all that apply):

☐ Runny Nose

☐ Cough

☐ Sneezing

☐ Wheezing

☐ Sore Throat

☐ Earache

☐ Rash

☐ Stomachache

- ☐ Vomiting
- ☐ Diarrhea
- ☐ Behavior Change

- ☐ Scratch
- ☐ Bruise
- ☐ Other:

Disposition

Mood/Disposition Today:

- ☐ Happy
- ☐ Calm
- ☐ Tired
- ☐ Fussy
- ☐ Irritable
- ☐ Other:

Appetite

Appetite Today:

- ☐ Ate Well
- ☐ Average Appetite
- ☐ Picky Eating
- ☐ Poor Appetite

Last Meal/Feeding (list time and foods):

Time:

Foods:

Rest Time

Rest/Sleep:

- ☐ Slept Well
- ☐ Restless
- ☐ Did Not Sleep

Duration:

Parent/Guardian Signature:

Date:

Section 2: Infant/Toddler Daily Report (Completed by Childcare Provider/Teacher)

Disposition

Mood/Disposition Today:

- ☐ Happy
- ☐ Calm

- ☐ Playful
- ☐ Tired
- ☐ Fussy
- ☐ Other:

Appetite

Breakfast:

- ☐ Ate Well
- ☐ Somewhat Ate
- ☐ Did Not Eat
- ☐ N/A

Notes:

Lunch:

- ☐ Ate Well
- ☐ Somewhat Ate
- ☐ Did Not Eat
- ☐ N/A

Notes:

Snack:

- ☐ Ate Well
- ☐ Somewhat Ate
- ☐ Did Not Eat
- ☐ N/A

Notes:

Rest Time

Naptime:

- ☐ Slept Well
- ☐ Short Nap
- ☐ Did Not Sleep

Duration:

Notes:

Activities & Enjoyment

I Enjoyed:

- ☐ Story Time
- ☐ Playing
- ☐ Outside
- ☐ Music and Movement
- ☐ Art/Crafts
- ☐ Sensory Play
- ☐ Other:

Notes:

Needs & Supplies

I Need:

- ☐ Change of Clothes
- ☐ Diapers
- ☐ Wipes
- ☐ Other Supplies:

Notes:

Childcare Provider/Teacher Signature:

Date:

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Chapter 9: Environments

Early childhood environments, encompassing both physical spaces and the social-emotional climate, play a crucial role in shaping young children's development. These nurturing settings, whether in homes, childcare centers, or preschools, ideally foster a sense of safety, belonging, and exploration. Well-designed environments offer age-appropriate materials and activities that stimulate curiosity, encourage social interaction, and support cognitive, physical, and creative growth. The interactions with responsive and caring adults within these environments further contribute to children's emotional security, language acquisition, and the development of essential social skills, laying a vital foundation for future learning and well-being.

Physical Environments

Outcomes:

1. Explain the theoretical foundations of program policies regarding physical environment using knowledge about child development and learning including variations in beliefs about children's development and behavioral norms as a function of community and cultural contexts.
2. Compare exemplary program practices as defined by NAEYC to those observed or reported in the areas of physical environment noting areas of strength and identifying areas for improvement, making explicit suggestions for how to implement improvements.
3. Analyze the skills of an effective administrator in the areas of developmentally appropriate curriculum design and implementation, hiring, supervising, mentoring, recordkeeping and reporting.
4. Use effective oral and written communication, and non-verbal and listening skills

Overview

The quality of a childcare program is important. Many studies show the benefits for children include:

- Children who are in high-quality childcare display better social, emotional, and language development, school readiness, and early school achievement. Children who receive high-quality care are more likely to graduate from High School, go to college, and be prepared to enter the workforce. For more details, read [Children's Learning and Development Benefits from High-Quality Early Care and Education: A Summary of the Evidence](#) (US Dept of Health and Human Services)
- Participation in high-quality child care is a way to close the achievement gap between children of different economic backgrounds. [FPG Child Development Institute. (2007). Poverty and early childhood intervention. (FPG Snapshot No. 42). Chapel Hill, NC: FPG Child Development Institute.]
- The National Association for the Education of Young Children (NAEYC) helps families find the best possible early childhood experience for their children. Nationally accredited programs meet NAEYC's 10 standards for high-quality early childhood education. These programs demonstrated

they provide a safe and healthy environment for children, employ teachers who are well-trained, provide access to excellent teaching materials, and use a curriculum that is appropriately challenging and developmentally sound.

In *Childcare Programming, Administration, and Supervision* you will bridge the minimal standards of licensing and the NAEYC national standards by using the Early Childhood Program Standards as a guide for determining the quality of the program you are working in for your fieldwork. The standards in this document were developed to align with the NAEYC accreditation process and meet or exceed the licensing standards. The Early Childhood Program Standards are in a checklist format to facilitate evaluation.



Figure 21 A Bridge in the Preserve by SavidgeMichael is licensed CC BY 4.0

See the bridge from the leader's point of view

The leader guiding the program over the bridge of quality is the program administrator. They are the individual responsible for planning, implementing, and evaluating a child care, preschool, or kindergarten program. You may hear an administrator could have a variety of labels, such as director, site manager, administrator, program manager, early childhood coordinator, and principal. Functions of the program administrator include the following:

- Creating a learning community of children and adults that promotes optimal child development and healthy families
- Establishing systems for smooth program functioning and managing staff to carry out the mission of the program; planning and budgeting the program's fiscal resources; managing organizational change and establishing systems to monitor and evaluate organizational performance
- Recruiting, selecting, and orienting personnel; overseeing systems for the supervision, retention, and professional development of staff that affirm program values and promote a shared vision
- Establishing partnerships with program staff, family members, board members, community representatives, civic leaders, and other stakeholders to design and improve services for children and their families
- Taking action and encouraging others to work on behalf of high quality services that meet the needs of children and their families

In this chapter, we will explore one area that contributes to creating a learning community of children and adults that promotes optimal child development, the physical environment. The NAEYC Program Administrator Definition and Competencies (2007) describe the skills needed to be an effective administrator.^[1] The fifth core competency under (A) *Management Knowledge and Skills* is *program operations and facilities management*. The specific skills here are:

1. Knowledge and application of policies and procedures that meet state and local regulations as well as professional standards pertaining to the health and safety of young children
2. Knowledge of nutritional and health requirements for food service
3. The ability to design and plan the effective use of space based on principles of environmental psychology and child development
4. Knowledge of playground safety design and practice

What aspects of the physical environment do I look at?

As a future administrator, you will need to know what a high quality physical environment should include and what areas of the environment to consider. You will examine the outdoor environment, indoor environment, and indoor programming. To begin:

1. Read Title 22 CA regulations for childcare center environments
<https://www.cdss.ca.gov/ord/entres/getinfo/pdf/cc6.pdf>
2. Review pages 83-91 of [NAEYC Early Childhood Program Standards and Accreditation Criteria & Guidance for Assessment](#) – Physical Environment Section, noting the new criteria.

Action Plan

During the semester, you will answer:

1. How does the program where you are teaching support developmentally appropriate practices through policies and procedures?
2. Why is it essential to develop and execute policies and procedures for the physical environment?

The assignments include evidence from your program. The list below is the evidence you will need. Please note, that I am the ONLY person to see your documents. To complete the portfolio, collect evidence to illustrate the quality level of your field placement program.

Why is Program Standards Area 3: Physical Environment Essential to Quality Education and Care?

To prepare for writing read or skim the articles below. As you read, consider how the indoor and outdoor space are developmentally appropriate and inclusive of all children. How does the physical environment support all developmental domains (cognitive, social, emotional, and physical)? How does the environment support the P-1.1—We shall place the welfare and safety of children above other obligations (for example, to families, program personnel, employing agency, community). This item takes precedence

over all others in this Supplement. [National Association for the Education of Young Children. (2011). [Code of Ethical Conduct](#) Supplement for Early Childhood Program Administrators.]

White, R. & Stoecklin, V. (2003) [The Great 35 Square Foot Myth](#) White Hutchinson Leisure & Learning Group

1. U.S. Consumer Product Safety Commission. (2010) [Handbook for Public Playground Safety](#). Bethesda, MD: Author.
2. Wardle, F. (2011). [Creating Indoor Environments for Young Children](#). Community Playthings Website.
3. Community Playthings, [Chair and Table Height Guidelines](#).

Regulations Reflection

View the <https://www.cdss.ca.gov/inforesources/child-care-licensing> page most commonly referred to as the Licensing Regulations, and complete the chart:

TABLE 14 REGULATIONS REFLECTION

Locate This Information in the Regulations	What Connections Could You Make to Past Experiences?	What New Information Did You Learn?	What Questions Do You Have?
Record requirements make sure to review 7:04.18(c)			
Child Guidance			
Progress reports			
Physical facility inspections required			
Teacher qualifications and background and criminal history checks required			
Professional development			

Locate This Information in the Regulations	What Connections Could You Make to Past Experiences?	What New Information Did You Learn?	What Questions Do You Have?
Caregiving-to-child ratios			
Written information and notifications to families			
Infection control			
Administering medications			
Health care policy			
Food service			
Family childcare licensing			

Culture, Diversity, and Equity

Another aspect of the environment is to ensure that it reflects and respects ALL children and families. Review the following [NAEYC resources](#) and reflect on how the environment reflects cultural diversity and equity.

Searching the Early Childhood Program Standards

Match the concept with the area from the Early Childhood Program Standards For Three and Four Year Olds Early Childhood that covers it. For example, Universal Precautions is covered in Area 7: Health and Safety

- ___ 1. Interactions between and with children and staff
- ___ 2. Administration
- ___ 3. Nutrition and Food Service
- ___ 4. Health and Safety
- ___ 5. Staff Qualifications and Staff Development

- ___ 6. Family Involvement
- ___ 7. Physical Environment

- a. Children are protected from abuse and neglect while in the care or custody of the program.
- b. Staff and parents share partnering ideas for promoting children's healthy development and learning at home.
- c. Staff provides guidance to assist children to solve problems and make decisions.
- d. The recruitment process may include canvassing the local community, use of news releases and advertising, and use of family referrals and referrals from other public and private agencies.
- e. Meal and snack times are social and provide learning experiences for children.
- f. The program provides an adequate variety of play materials and equipment for the group size.
- g. Student interns/volunteers under age 17 do not have unmonitored contact with children at any time.

Playground Safety Quiz

1. To plan safe activities and prevent child injuries, a safety – minded teacher must be aware of age appropriate behavior and: _____
 - A. Construction materials used for each play apparatus
 - B. Characteristics behaviors of individual children
 - C. Proximity of sharp or dangerous objects
 - D. Liability limits of the facility's insurance policy
2. One of the most dangerous types of accidents for infants is to:
 - A. Ingest some household cleaning product that is toxic
 - B. Touch and receive a serious burn from a heated surface
 - C. Suffocate while on their stomachs from a surface that is too soft
 - D. Fall off or out of play apparatus
3. Which of the following is NOT a basic rule for keeping children safe?
 - A. Count the children whenever you move to a new area.
 - B. Check IDs of unfamiliar people at dismissal.
 - C. Give children foods that fit in a choking tube
 - D. Plan at least one fire drill per day
4. All of the following activities would be safe for toddlers, EXCEPT:

- A. Playing dodge ball
 - B. Participating in musical chairs
 - C. Blowing and watching soap bubbles
 - D. Building sand castles.
5. All playground equipment is broken down into age groups: These groups are:
- A. 2-5yearolds, 5-12yearolds, and 13-17yearolds
 - B. 2-5yearolds and 5-12yearolds
 - C. 6months-23months, 2-5yearolds and 5-12yearolds
 - D. 0-23months, 2-5yearolds, 5-12yearolds and 13-13 year olds.
6. Teachers should have a plan of action and practice emergency drills for the playground:
- A. True
 - B. False
7. The number one cause of DEATH on the playground is due to:
- A. Falls
 - B. Entanglement
 - C. Head Entrapment
 - D. Slips and Falls
8. Which of the following should be allowed activities outdoors?
- A. Snow tunneling
 - B. Sledding
 - C. Snowball fights
 - D. None of the above
9. When an incident or injury occurs on the playground, who should be responsible for completing the incident form?
- A. Teacher who viewed the incident.
 - B. Any teacher from the school.

- C. The program administrator
- D. Both A and C

10. Teachers should have items with them on the playground to assist them in a fanny pack or other container. These items include:

- A. A means of contacting assistance
- B. Sunscreen and sunglasses
- C. Whistle or bull horn to quickly reach the student's attention.
- D. All of the above

11. Teachers should each have a designated zone to ensure that all students are visible to a supervisor and high volume play areas are properly covered.

- A. True
- B. False

Conclusion

After reading the articles and documents offered in the chapter and completing some or all of the exercises, you should be able to:

- Explain the theoretical foundations of program policies regarding physical environment using the best practices found in NAEYC publications, in the White and Stoecklin article, and in the Children's Cabinet report.
- Compare exemplary program practices as defined by NAEYC to those observed or reported a EEC licensed program in the areas of physical environment as reflected in your narrative draft.
- Analyze the skills of an effective administrator in the area of developmentally appropriate curriculum design and supervising as reflected in your narrative draft.
- Use effective oral and written communication, and non-verbal and listening skills as seen in your participation in discussions and in assignments submitted.

1. National Association for the Education of Young Children. (2007). Program Administrator Definition and Competencies. Washington, DC: Author available at: <https://www.naeyc.org/academy/files/academy/ProgramAdminDefinitionCompetencies.pdf> ↵
2. If you or the Program Administrator have any questions about forms, please refer to [Community Care Licensing](#)

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Early Childhood Program Overview

Program Overview: Benefits of an Early Childhood Education Program

Early childhood education (ECE) programs are cornerstones of individual and societal development, offering far more than just a place for children to spend their day. They are strategically designed environments that foster holistic growth, laying down critical pathways for future success. The profound importance of these programs stems from their ability to capitalize on the rapid brain development occurring in the early years and to mitigate potential developmental disparities.

An early childhood education program should be designed to provide a nurturing, stimulating environment where children can develop foundational skills that benefit them throughout their lives. The intentional benefits of participating in such a program include:

- Social and Emotional Development
 - Builds confidence and self-esteem through social interaction, self-help skills, and self-expression.
 - Teachers model and guide children on how to manage their emotions and understand others' emotions.
 - Encourage positive relationships with peers and adults.
 - Environments and learning areas are designed to encourage invaluable skills like sharing, cooperation, empathy, and conflict resolution.
- Cognitive Development
 - Environments designed for play-based learning that enhance critical thinking and problem-solving skills.
 - Stimulates curiosity, reasoning skills, and encourages exploration.
 - Provides opportunity for structured learning experiences tailored to developmental stages.
- Language and Communication Skills
 - Learning area opportunities foster language development through stories, songs, open-ended conversations, and interactive activities.
 - Provides opportunities for developing listening and conversational skills.
 - Prepares children for reading and writing through interactive and play-based phonics and literacy activities.
- Physical Development
 - Supports gross and fine motor skills through play and physical activities.
 - Encourages healthy habits through fun outdoor play and movement exercises.
 - Provides activities that build hand-eye coordination and dexterity.
- Mathematical and Logical Thinking
 - Introduces play-based developmentally appropriate basic math concepts such as counting, sorting, and pattern recognition.
 - Builds early numeracy skills through engaging games and hands-on activities.
 - Develops an understanding of shapes, sizes, and spatial awareness.
- Creative Expression

- Promotes creativity through art, music, and dramatic play.
- Provides opportunities for self-expression and imagination.
- Encourages problem-solving through creative projects and open-ended activities.
- Nature-Based Learning
 - Enhances sensory and observational skills by interacting with natural elements.
 - Instills an appreciation for the environment and fosters eco-conscious behavior.
 - Supports mental health and reduces stress through outdoor activities and exploration.
- Play-Based Learning
 - Encourages hands-on learning through imaginative and structured play.
 - Develops social skills such as teamwork, communication, and sharing.
 - Facilitates deeper learning by allowing children to explore concepts at their own pace.
- Identification and Early Intervention for Developmental Delays:
 - Trained ECE professionals are adept at observing children's development and identifying potential delays in various domains (cognitive, social, emotional, physical, language).
 - Early detection allows for timely intervention and support services, which can significantly improve outcomes for children who might otherwise fall behind. This preventative approach minimizes the impact of developmental challenges and maximizes a child's potential.
- Preparation for Formal Education
 - Familiarizes preschool children with structured learning environments.
 - Develops classroom routines and social skills that ease the transition to kindergarten.
 - Teaches essential skills such as following instructions and cooperating with peers.
- Cultural Awareness and Diversity
 - Introduces children to different cultures and traditions, fostering acceptance and inclusivity.
 - Encourages a global perspective and respect for diverse backgrounds.
 - The environment and curriculum will expose children to a wide range of books, music, art, stories, foods, and celebrations from various cultures to help understanding of different ways of life, perspectives, and forms of expression.
- Parent and Family Engagement
 - Strengthens the connection between home and school through regular communication.
 - Provides parents with updates on child development and learning milestones.
 - Encourages parental involvement in learning activities and events.

This comprehensive approach ensures that children in an early childhood education program are not only academically prepared but also socially, emotionally, and physically ready for the next stages of their educational journey. Nature-based and play-based learning add essential dimensions to the program, promoting holistic growth and a love for learning.

Chapter 10: Staff

Early Childhood Educator (ECE) Competencies



Figure 22 Oyster class visit Teacher Appreciation by US Department of Education is licensed CC BY 2.0

The heart of any high-quality early childhood program lies not just in the stimulating materials or thoughtfully arranged spaces, but fundamentally in the dedicated and skilled staff who bring these elements to life. These educators are more than caregivers; they are the architects of young children's early learning experiences, fostering their social-emotional growth, igniting their curiosity, and laying the groundwork for future academic success. Their interactions, guidance, and nurturing presence create a secure and enriching environment where children can thrive, explore, and develop the essential skills needed to navigate the world around them. Recognizing and valuing the profound impact of well-qualified and passionate staff is therefore paramount to ensuring positive outcomes for young learners. Remember that for staff success in these skills, the skills must be modeled and nurtured by leadership.

The *California ECE Competencies* are organized into twelve overlapping areas:

1. Child Development and Learning
2. Culture, Diversity and Equity
3. Relationships, Interactions, and Guidance
4. Family and Community Engagement
5. Dual-Language Development
6. Observation, Screening, Assessment, and Documentation
7. Special Needs and Inclusion
8. Learning Environments and Curriculum
9. Health, Safety, and Nutrition
10. Leadership in Early Childhood Education
11. Professionalism
12. Administration and Supervision.

The term *early childhood educator* includes everyone responsible for the care and education of young children.

Review the full document of the [ECE Competencies](#).

Forms and Records

In the realm of early childhood programs, meticulous staff records serve as a cornerstone for operational integrity and quality assurance. These comprehensive documents systematically track essential employment details, document staff qualifications, and ensure ongoing compliance with stringent licensing standards. Crucial forms within these records, such as employment applications, background check authorizations, payroll schedules, performance evaluations, and classroom observation forms, provide invaluable insights into the program's human capital. Ultimately, these well-maintained records foster accountability at all levels, illuminate avenues for professional growth and development among staff, and, most importantly, guarantee that the program consistently meets and upholds all necessary regulatory requirements, safeguarding the well-being and education of the children in its care.

ECE Competencies and Forms and Records Introduction is authored by Ana R Leon (with the help of AI) and is shared under a [CC BY-NC 4.0](#) license.

Early Childhood Program Employment Application Example

Applicant Information

Full Name:

First:

Middle:

Last:

Address:

Street:

City:

State:

ZIP:

Phone Number:

Email Address:

Preferred Contact Method (Phone/Email):

Position Information

Position(s) Applied For (e.g., Teacher, Assistant, Support Staff):

Desired Start Date:

Full-Time or Part-Time:

Education

Highest Level of Education Completed:

- ☐ High School Diploma or Equivalent
- ☐ Associate's Degree

- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Other:

Field of Study:

Experience

Do you have previous experience in early childhood education?

- ☐ Yes
- ☐ No

If yes, please list previous employment related to early childhood education below:

Organization Name:

Position Held:

Dates of Employment:

Key Responsibilities:

Relevant Certifications, Permits, or Licenses

(e.g., Child Development Associate, First Aid/CPR):

Skills and Qualifications

Please list any additional skills, training, or qualifications relevant to working in an early childhood education setting:

Availability

- ☐ Mondays
- ☐ Tuesdays
- ☐ Wednesdays
- ☐ Thursdays
- ☐ Fridays
- ☐ Weekends
- ☐ Mornings
- ☐ Afternoons
- ☐ Evenings

Notes:

References

Please provide at least two professional references.

Name:

Relationship:

Phone/Email:

Name:

Relationship:

Phone/Email:

Relatives

Are you related to anyone who currently works for our program?

Background Check

Are you willing to undergo a background check, in accordance with local and state regulations, if required for employment?

☐ Yes

☐ No

Applicant Signature

I certify that the information provided is true and complete to the best of my knowledge. If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.

Signature:

Date:

Applicant's Certification and Agreement

Accuracy of Information:

I certify that the information provided in this application and any supporting documents submitted is true, accurate, and complete to the best of my knowledge. I understand that any false or misleading statements or deliberate omissions may result in the rejection of my application or, if employed, may be grounds for dismissal.

Authorization for Verification:

I authorize the employer to verify any information I have provided in this application, including, but not limited to, my employment history, education, and references. I understand that this may involve

contacting my previous employers, educational institutions, and personal/professional references, and I release all parties involved from any liability arising from the release of such information.

Printed Name:

Signature of Applicant:

Date:

[Application for Employment](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

Personal Philosophy of Early Childhood Education

Essay Prompts for Instructional Staff

Foundational Beliefs

What are the core principles and values that shape your early childhood education philosophy? How do these beliefs influence your approach to teaching young children?

Role of the Teacher

How do you see your role as an educator in early childhood settings? Describe how your philosophy guides your interactions with children, parents, and colleagues.

Classroom Environment

How do you design and maintain a classroom environment that supports your educational philosophy? Discuss the types of materials, activities, and setups you believe are essential.

Parent and Community Involvement

How does your early childhood education philosophy incorporate the involvement of families and the community in a child's learning experience? How do you collaborate with parents to support their child's development?

Guiding Behavior

How do you manage and guide behavior in the early childhood classroom? Discuss how your philosophy influences your approach to discipline and conflict resolution.

Role of Technology

What is your perspective on the use of technology in early childhood education? How does your philosophy inform the way you use (or avoid) technology with young children?

Assessment and Growth

How do you assess children's growth and learning in alignment with your educational philosophy? What types of assessment tools or strategies do you find most effective in early childhood education?

Strengths and Growth Areas

Please describe 3 skills or strengths you would bring to this position as well as 3 areas for growth.

Work Environment

Please describe what you value in a work environment.

Other

Is there anything else you would like us to know about you that would help us consider your candidacy for this position?

Essay Prompts for Non-Instructional Support Staff

Motivation

Please describe why you desire to work in an early childhood program.

Collaboration with Parents

What is your perspective on the role of parents in a child's education? Please describe how you collaborate and communicate with parents.

Collaboration and Conflict

Please describe your approach to collaboration with coworkers and supervisors and your approach to navigating conflict.

Strengths and Growth Areas

Please describe 3 skills or strengths you would bring to this position as well as 3 areas for growth.

Work Environment

Please describe what you value in a work environment.

Other

Is there anything else you would like us to know about you that would help us consider your candidacy for this position?

Extra Questions We Could Consider Using

These may be too specific but are listed for consideration:

Play-Based Learning

What role does play have in your early childhood education philosophy? How do you integrate play-based learning into the curriculum, and why is it important?

Child-Centered Learning

Explain what child-centered learning means to you. How do you implement this concept in your approach to early childhood education?

Preparing for Lifelong Learning

In what ways does your philosophy of early childhood education prepare children for lifelong learning? How do you cultivate curiosity, problem-solving skills, and a love for learning?

[Personal Philosophy Essay Questions](#) is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

Employment Agreement Form

[Your Early Childhood Program Name]

This Employment Agreement ("Agreement") is entered into on this ____ day of _____, **20__**, by and between **[Your Early Childhood Program Name]** ("Center") and **[Employee's Full Name]** ("Employee").

Position and Duties

Position Title:

Job Description: Employee agrees to perform the duties outlined in the job description provided by the program and as reasonably assigned by the Program Director or supervisor.

Work Location:

Employment Terms

Start Date:

Employment Status:

- ☐ Full-Time
- ☐ Part-Time
- ☐ Temporary
- ☐ Other:

Hours of Work: Employee will work approximately [] hours per week, with a schedule determined by the program.

Compensation and Benefits

Hourly Rate/Salary: \$ per

- ☐ Hour
- ☐ Month
- ☐ Year

Pay Schedule: Employees will be paid:

- ☐ Weekly
- ☐ Bi-weekly
- ☐ Monthly

Benefits: Employee is entitled to benefits as outlined in the program's employee handbook or as required by applicable law.

Policies and Procedures

Employee agrees to abide by all policies and procedures outlined in the program's employee handbook, including but not limited to:

- Confidentiality and security of records.
- Use of first aid kits and safety protocols.
- Compliance with the Americans with Disabilities Act (ADA).
- Code of conduct and ethical responsibilities.

Termination of Employment

At-Will Employment: Employment with the program is at-will and may be terminated by either party at any time, with or without cause or prior notice, unless otherwise specified by law.

Notice of Resignation: Employees are requested to provide at least [] weeks' notice of resignation.

Confidentiality

Employee agrees to maintain the confidentiality of all sensitive information related to the program, its employees, children, and families, both during and after employment.

Permission for Photos/Videos

By signing this Agreement, Employee grants the Center permission to photograph, videotape, and/or record them during the course of their professional duties for purposes outlined in the Employee Handbook.

Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of

Acknowledgment and Acceptance

By signing below, the Employee acknowledges they have read, understand, and agree to the terms and conditions of this Agreement. The Employee also acknowledges receipt of the Center's Employee Handbook and agrees to abide by its policies and procedures.

Employee Signature:

Date:

Center Representative Signature:

Date:

Additional Notes or Amendments

[Your Early Childhood Education Center Name] reserves the right to amend this Agreement as necessary to comply with applicable laws and operational needs.

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Employee's Documentation Checklist

Early Childhood Program Employee Documentation Checklist

This checklist helps ensure that all required documentation for new employees is collected and maintained in compliance with regulations. Each document should be checked off as it is received.

Employee Information

Employee Name:

Date of Hire:

Position:

Supervisor:

Checklist

- ☐ **Completed Employment Application**

- Completed and signed employment application form.
- ☐ **Resume or Curriculum Vitae (CV)**
Employee's updated resume or CV detailing education and work experience.
 - ☐ **Proof of Education and Certifications**
Copies of diplomas, degrees, teaching credentials, and relevant certifications (e.g., Child Development Associate, First Aid/CPR).
 - ☐ **Background Check Clearance**
Documented clearance of criminal background check, in compliance with state/local laws.
 - ☐ **Health and Immunization Records**
Health screening records, proof of vaccinations (e.g., TB test), and any other required medical documentation.
 - ☐ **Identification (I-9 Form)**
Completed I-9 form and copies of acceptable identification for employment eligibility verification (e.g., passport, driver's license, Social Security card).
 - ☐ **W-4 Tax Form**
Completed W-4 form for tax withholdings.
 - ☐ **State Withholding Form**
Completed form for state tax withholdings (differs by state).
 - ☐ **Employee Handbook Acknowledgment**
Signed acknowledgment form confirming receipt and understanding of the employee handbook.
 - ☐ **Orientation Form**
Signed form verifying completion of employee orientation.
 - ☐ **Confidentiality Agreement**
Signed agreement to maintain confidentiality of sensitive information related to the children, families, and the center.
 - ☐ **CPR and First Aid Certification**
Current certification for infant/child CPR and First Aid, if applicable.
 - ☐ **Professional Development Records**
Record of required ongoing training and professional development courses (e.g., child safety, curriculum training).
 - ☐ **Emergency Contact Information**
Completed form with employee's emergency contact details.
 - ☐ **Payroll Direct Deposit Form**
Form for setting up direct deposit for payroll (optional).
 - ☐ **Other Documentation (Specify)**

Any additional documentation specific to the center or local requirements:

Verification

I verify that all required documents have been submitted and reviewed for this employee.

Supervisor's Signature:

Date:

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Direct Deposit Authorization Form

[Early Childhood Program]

Employee/Recipient Information

Full Name:

Address: [Street Address, City, State, ZIP]

Phone Number:

Email Address:

Employee ID (if applicable):

Authorization

I hereby authorize **[Company Name]** to initiate direct deposit of my pay or payments into the bank account(s) indicated below. This authorization will remain in effect until I provide written notice to cancel it. I understand that I must notify **[Company Name]** of any changes to my account information, and I agree that **[Company Name]** will not be held responsible for any delay or loss of funds due to incorrect or incomplete information provided by me.

Bank Information for Direct Deposit Primary Bank Account (Required)

Bank Name:

Bank Address (Optional): [Street address, city, state, ZIP]

Routing Number:

Account Number:

Account Type:

☐ Checking

☐ Savings

Amount/Percentage:

☐ Deposit full amount

☐ Deposit [Specify amount or percentage] into this account

Secondary Bank Account (Optional)

Bank Name:

Bank Address (Optional): [Street address, city, state, ZIP]

Routing Number:

Account Number:

Account Type:

- ☐ Checking
- ☐ Savings

Amount/Percentage:

- ☐ Deposit full amount
- ☐ Deposit [Specify amount or percentage] into this account

Authorization Agreement

By signing below, I authorize **[Company Name]** to deposit payments directly into my account(s) listed above. I also authorize withdrawals from the same account(s) in the event of overpayment or other payment error. This authority will remain in effect until I cancel or modify it in writing.

Employee/Recipient Signature: [Signature]

Date: [MM/DD/YYYY]

Important Notes:

Please attach a **voided check** for each account listed, or a letter from your financial institution confirming your account details. If you wish to change your direct deposit information in the future, you must complete a new authorization form.

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Staff Training Record

Employee Information

Name:

Position:

Date of Hire:

Supervisor:

TABLE 15 NEW HIRE INITIAL TRAINING RECORD

Competency Training Topic	Date Completed	Trainer/Instructor	(Satisfactory/Needs Review)	Notes
Orientation and Onboarding				
Health, Safety, and Nutrition				

Competency Training Topic	Date Completed	Trainer/Instructor	(Satisfactory/Needs Review)	Notes
Nutrition Training (Food Prep, Safe Serving, Storage, and Dishwashing)				
Emergency Preparedness				
First Aid				
Infant/Child CPR				
Positive Behavior Guidance				
Child Abuse and Neglect Prevention				
Child Injury Reporting				
Fire, Evacuation, and Lock-Down Drills				
Transportation				
Other (specify):				

Additional Notes/Comments

Certification and Signatures

I certify that the above information is accurate and that the employee has completed the training as indicated.

Employee's Signature:

Date:

Supervisor's Signature:

Date:

Annual Training Updates

TABLE 16 ANNUAL TRAINING TOPICS

Competency Training Topic	Date Completed	Trainer/Instructor	Satisfactory/Needs Review	Notes
First Aid Refresher				
Infant/Child CPR Refresher				
Fire, Evacuation, and Lock-Down Drills				
Transportation Safety Refresher				
Child Abuse and Neglect Prevention Refresher				

Annual Training Notes/Comments

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Documentation of Orientation Training

Employee Information

Name:

Position:

Date of Hire:

Supervisor:

Orientation Date(s):

TABLE 17 ORIENTATION TOPICS COVERED

Orientation Topic	Date Completed	Trainer/Instructor	Employee Initials	Supervisor Initials
Introduction to Program Philosophy				
Introduction to Center Policies and Procedures				
Job Responsibilities and Expectations				
Health and Safety Procedures (First Aid, CPR, etc.)				
Emergency Evacuation and Lock-Down Procedures				

Orientation Topic	Date Completed	Trainer/Instructor	Employee Initials	Supervisor Initials
Child Supervision and Child Safety				
Positive Behavior Guidance and Discipline Policies				
Child Abuse and Neglect Reporting Requirements				
Introduction to Daily Routines (Schedules, Transitions)				
Nutrition, Food Preparation, and Safe Food Handling				
Record Keeping and Confidentiality of Child Records				

Orientation Topic	Date Completed	Trainer/Instructor	Employee Initials	Supervisor Initials
Cleaning and Sanitization Procedures				
Staff-Child Ratios and Group Size Requirements				
Federal and State Rules and Regulations Regarding Health, Safety, and Care of Children				
Employee Code of Conduct				
Professional Development and Ongoing Training Requirements				
Schedule and Leave Policies				

Orientation Topic	Date Completed	Trainer/Instructor	Employee Initials	Supervisor Initials
Introduction to Daily Routines (Schedules, Transitions)				
Nutrition, Food Preparation, and Safe Food Handling				
Record Keeping and Confidentiality of Child Records				
Cleaning and Sanitization Procedures				
Staff-Child Ratios and Group Size Requirements				
Federal and State Rules and Regulations Regarding Health, Safety, and Care of Children				

Orientation Topic	Date Completed	Trainer/Instructor	Employee Initials	Supervisor Initials
Employee Code of Conduct				
Professional Development and Ongoing Training Requirements				
Schedule and Leave Policies				
Other (Specify):				

Additional Notes/Comments

Acknowledgment of Completion

I acknowledge that I have received and understood the orientation training as outlined above. I agree to follow all policies, procedures, and safety guidelines provided during this training.

Employee Signature:

Date:

Supervisor Signature:

Date:

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Child Care Staff Health Assessment

Employee Health Assessment Form (Physician Evaluation)

To Be Completed by Employer

Employee Information

Name:

Position:

Date of Birth

Date of Assessment:

Supervisor's Name:

TABLE 18 ACTIVITIES THIS POSITION MAY REQUIRE THE EMPLOYEE TO PERFORM

Activity	Required for Position
Lifting or carrying children (up to 40 lbs)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Standing or walking for extended periods	<input type="checkbox"/> Yes <input type="checkbox"/> No
Bending, crouching, or kneeling	<input type="checkbox"/> Yes <input type="checkbox"/> No
Pushing or pulling objects (e.g., strollers, carts)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Climbing stairs or ladders	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sitting on the floor with children	<input type="checkbox"/> Yes <input type="checkbox"/> No
Engaging in outdoor activities	<input type="checkbox"/> Yes <input type="checkbox"/> No
Administering first aid or CPR	<input type="checkbox"/> Yes <input type="checkbox"/> No
Using cleaning or sanitizing products	<input type="checkbox"/> Yes <input type="checkbox"/> No
Preparing or serving food	<input type="checkbox"/> Yes <input type="checkbox"/> No

To Be Completed by Physician

TABLE 19 HEALTH SCREENING

Health Indicator	Assessment	Comments/Notes
General Physical Health	<input type="checkbox"/> Satisfactory	
Respiratory Health (e.g., free from cough, wheezing)	<input type="checkbox"/> Satisfactory	
Vision (adequate for child supervision)	<input type="checkbox"/> Satisfactory	
Hearing (adequate for child supervision)	<input type="checkbox"/> Satisfactory	
Cardiovascular Health (e.g., free from heart issues)	<input type="checkbox"/> Satisfactory	
Musculoskeletal Health (e.g., able to lift, stand, move)	<input type="checkbox"/> Satisfactory	
Skin Condition (free from contagious conditions)	<input type="checkbox"/> Satisfactory	

TABLE 20 IMMUNIZATION RECORD

Vaccine	Date Administered	Up-to-Date (Y/N)	Comments
Measles, Mumps, and Rubella (MMR)		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Tetanus, Diphtheria, Pertussis (Tdap)		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Varicella (Chickenpox)		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Hepatitis B		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Influenza (Annual)		<input type="checkbox"/> Yes <input type="checkbox"/> No	
COVID-19		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other (Specify):		<input type="checkbox"/> Yes <input type="checkbox"/> No	

TABLE 21 TUBERCULOSIS (TB) TEST

Test Type	Date Administered	Result	Comments
-----------	-------------------	--------	----------

Tuberculin Skin Test (TST)		<input type="checkbox"/> Negative <input type="checkbox"/> Positive	
Interferon-Gamma Release Assay (IGRA)	<input type="checkbox"/> Negative <input type="checkbox"/> Positive		

Medical History

1. Does the employee have any known allergies?:

- ☐ Yes
☐ No

If yes, please specify:

2. Chronic conditions (e.g., diabetes, asthma, epilepsy):

- ☐ Yes
☐ No

If yes, please specify:

3. Is the employee currently taking any medications?:

- ☐ Yes
☐ No

If yes, list medications:

4. Any surgeries or hospitalizations in the past year?:

- ☐ Yes
☐ No

If yes, please specify:

5. Do they have any conditions that could affect their ability to care for children safely and effectively?:

- ☐ Yes
☐ No

If yes, please explain:

Mental Health and Stress Management

1. Do you believe the employee is currently experiencing any mental health conditions (e.g., stress, anxiety, depression) that may affect their work?:

- ☐ Yes

☐ No

If yes, please specify:

2. Does the employee have a support system to help manage stress (e.g., family, friends, professional help)?:

☐ Yes

☐ No

3. Has the employee received any counseling or mental health support in the past year?:

☐ Yes

☐ No

Infectious Disease and Safety

1. Is the employee free from contagious diseases (e.g., cold, flu, COVID-19)?:

☐ Yes

☐ No

2. Has the employee been exposed to any contagious diseases in the past two weeks?:

☐ Yes

☐ No

If yes, please specify:

3. Do they practice good hygiene, including regular handwashing and sanitizing practices?:

☐ Yes

☐ No

Physician's Recommendations

Clearance for Employment:

☐ Cleared for employment without restrictions

☐ Cleared with the following restrictions:

☐ Not cleared for employment (follow-up required)

Additional Recommendations or Follow-Up Actions:

Signatures

Employee's Signature:

Date:

Physician's Signature:

Date:

Physician's Contact Information:

Phone Number:

Email:

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Early Childhood Teacher Candidate Interview Questions

1. Professional Qualifications, Training, and Experiences

- Can you describe your background in early childhood education, including your educational qualifications and any relevant certifications
- What training or coursework do you have in child development? How has it influenced your approach to teaching?
- Describe a teaching experience you found particularly challenging. What did you learn from it, and how did it shape your approach in future situations?
- What is your experience with special education or working with children with diverse learning needs? How have you adapted your teaching style to meet these needs?
- **Scenario-Based:** Suppose you are asked to lead a classroom with children of varying developmental stages. How would you differentiate your approach to ensure each child feels engaged and supported?

2. Interpersonal Interactions, Collaboration, Conflict, and Communication

- How do you build positive relationships with your students, and why is this important in early childhood education?
- Can you share an example of how you collaborated with other staff or teachers to improve classroom experience or resolve an issue?
- How do you typically approach communication with parents? Give an example of a time when you had to discuss a sensitive issue regarding a child's development.
- **Scenario-Based:** Imagine you disagree with a fellow teacher's approach to managing a challenging behavior in a shared classroom. How would you address this situation?
- How do you handle constructive criticism from parents or supervisors, especially when it involves your teaching methods or classroom management?
- How would you support a parent struggling to manage their child's behavior at home? What guidance or resources would you offer to help?

3. The Teaching-Learning Process

- Describe your approach to developing lesson plans that align with early childhood education standards. How do you ensure they are age-appropriate and engaging?
- What strategies do you use to encourage social, emotional, and cognitive growth in young children?
- **Scenario-Based:** You observe that a student is consistently not engaged during activities. How would you address this issue, and what steps would you take to increase their engagement?
- How do you incorporate play-based learning into your teaching? Can you give examples of how you use play to foster skill development?
- How do you assess each child's developmental progress, and how do you use this information to guide your instruction?

- **Scenario-Based:** A child is having trouble sharing with their classmates and often disrupts group activities. How would you handle this behavior, and what strategies would you use to support their social skills development?
4. Relevant Personal Qualities
- What personal qualities do you believe are essential for an effective early childhood educator, and how do you embody these qualities?
 - Describe a time when you felt especially rewarded by your work. What made it meaningful, and how did it affect your approach to teaching?
 - How do you manage stress and maintain patience in a busy classroom environment?
 - **Scenario-Based:** Imagine you've had a challenging day, with multiple unexpected issues arising. How would you maintain your energy and positivity for your students?
 - How would you describe your classroom management style? How do you create a warm yet structured environment for young children?

Teacher Candidate Interview Questions is shared under a [CC BY-NC 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

Interview Rating Scale

Application Rating Scale Form

Applicant Information

Applicant Name:

Position Applied for:

Date of Evaluation:

Rating Key

5 - Excellent

4 - Very Good

3 - Satisfactory

2 - Needs Improvement

1 - Unsatisfactory

TABLE 22 CRITERIA RATING FORM

Criteria	Rating (1-5)	Comments
Professional Qualifications & Experience		

Knowledge of Child Development		
Knowledge of the Teaching and Learning Process and Developmentally Appropriate Teaching Practices		
Knowledge of Classroom Management Skills		
Interpersonal Skills		
Problem Solving & Adaptability		
Oral and Written Communication Skills		
Total Score		

Recommendation

- ☐ Yes, I recommend for hire
- ☐ Yes, I recommend with reservations
- ☐ No, I do not recommend for hire

Summary Explanation of Recommendation

Evaluator Information

Evaluator's Name:

Evaluator's Signature:

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Instructional Performance Evaluation

Teacher Name:

Date of Evaluation:

Evaluator Name:

Domain 1: Planning and Preparation

1. Demonstrates Content Knowledge and Developmentally Appropriate Pedagogy

Shows understanding of subject matter and applies teaching strategies appropriate for the developmental stages of students.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

2. Demonstrates Ability to Plan Accommodations for Individual Student Needs

Creates plans to address the diverse needs of students, including those with exceptionalities.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

3. Designs Coherent Lesson Plans with Clearly Identified Learning Outcomes

Develops structured lessons that include measurable goals aligned with curriculum standards.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

4. Assesses Student Learning and Development

Uses formal and informal assessments to evaluate and guide student learning.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

Domain 2: The Classroom Environment

1. Establishes a Positive, Engaging Culture of Learning

Fosters an environment that motivates and excites students about learning.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

2. Effectively Manages Classroom Procedures

Ensures smooth transitions and efficient use of time through clear routines and procedures.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

3. Effectively Manages Student Behavior

Maintains an orderly environment by setting clear expectations and addressing issues constructively.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

4. Organizes Physical Space

Arranges the classroom to maximize safety, learning, and accessibility for all students.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

Domain 3: Instruction

1. Communicates Clearly and Accurately

Explains concepts and instructions in a way that is age-appropriate and easy to understand.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

2. Uses Appropriate Questioning and Discussion Techniques

Encourages critical thinking through open-ended questions and student dialogue.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

3. Engages All Students in Active Learning

Uses hands-on and interactive methods to involve all students in the learning process.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

4. Demonstrates Ability to Differentiate Instruction and Support

Adapts teaching strategies and materials to meet individual student needs and exceptionalities.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

Domain 4: Professional Responsibilities

1. Maintains Accurate Records

Keeps up-to-date records of student progress, attendance, and other required documentation.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

2. Communicates with Parents and Guardians

Fosters strong partnerships with families through regular, clear, and constructive communication.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

3. Seeks Ongoing Professional Growth

Engages in opportunities for professional development to enhance skills and knowledge.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

4. Contributes to Environment of Respect and Rapport

Promotes positive relationships with students, colleagues, and families.

- ☐ Area of Strength

- ☐ Area for Growth
- ☐ Not Applicable

5. Serves as a Character Role Model

Demonstrates professionalism and integrity, modeling respectful and ethical behavior.

- ☐ Area of Strength
- ☐ Area for Growth
- ☐ Not Applicable

Evaluator Comments:

Please provide additional observations or recommendations.

Teacher Comments:

Optional space for the teacher to provide feedback on the evaluation.

Evaluator Signature:

Date:

Teacher Signature:

Date:

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Classroom Observation

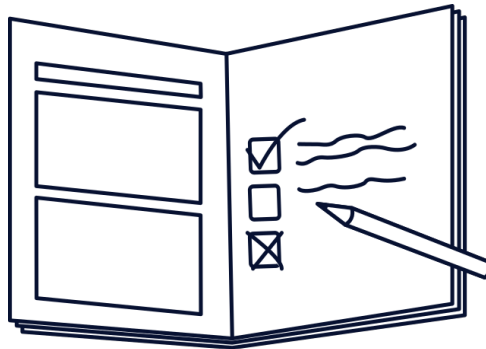


Figure 23 Workbook by HD@DH.nrw | Michelle Dahlmanns is licensed CC BY 4.0

Classroom Observation Form

Teacher Information

Teacher's Name:

Date of Observation:

Observation Start Time:

End Time:

Observer's Name:

Observation Rating Key

- 5 - Excellent
- 4 - Very Good
- 3 - Satisfactory
- 2 - Needs Improvement
- 1 - Unsatisfactory

Observation Areas

1. Classroom Environment

Classroom is safe, clean, and well-organized

Rating (1-5): _____

Materials are age-appropriate and easily accessible to children

Rating (1-5): _____

Environment promotes a positive and welcoming atmosphere

Rating (1-5): _____

Comments:

2. Instruction and Engagement

Lesson is developmentally appropriate and aligned with learning objectives

Rating (1-5): _____

Teacher uses a variety of methods to engage children (e.g., play-based learning, hands-on activities)

Rating (1-5): _____

Activities encourage exploration, creativity, and active participation

Rating (1-5): _____

Teacher adjusts activities to meet diverse needs and skill levels

Rating (1-5): _____

Comments:

3. Classroom Management

Clear routines and expectations are established and followed

Rating (1-5): _____

Teacher effectively manages transitions between activities

Rating (1-5): _____

Positive behavior management techniques are used to support self-regulation

Rating (1-5): _____

Teacher maintains a calm and organized learning environment

Rating (1-5): _____

Comments:

4. Interactions with Children

Teacher communicates respectfully and positively with children

Rating (1-5): _____

Encourages children's social-emotional skills (e.g., sharing, empathy)

Rating (1-5): _____

Listens to children's ideas and responds thoughtfully

Rating (1-5): _____

Promotes language development through conversation and questioning

Rating (1-5): _____

Comments:

5. Professionalism and Responsiveness

Teacher demonstrates professionalism and preparedness

Rating (1-5): _____

Adheres to center policies and procedures

Rating (1-5): _____

Responds to children's needs in a supportive and nurturing manner

Rating (1-5): _____

Maintains confidentiality and respectful boundaries

Rating (1-5): _____

Comments:

Observer's Summary of Strengths and Areas for Growth

Strengths Observed:

Suggestions for Improvement:

Follow-Up Recommendations

- ☐ Recommend additional observation or mentoring
- ☐ Recommend professional development in specific areas (specify):
- ☐ No additional follow-up required at this time

Signatures

Observer's Signature:

Date:

Teacher's Acknowledgment: I have reviewed this observation form.

Teacher's Signature:

Date:

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Notice of Unsatisfactory Performance

Teacher Information

Teacher's Name:

Position:

Date of Notice:

Supervisor's Name:

Description of Unsatisfactory Performance

Specific Area(s) of Concern:

Details of Performance Issues (include specific examples):

Improvement Expectations

Clearly state the expected standards of performance:

Specific Actions for Improvement:

Timeline for Improvement

Deadline for Demonstrating Improvement:

Follow-Up Meeting Date:

Support and Resources

Support and/or Resources Provided to Help Achieve Improvement:

Consequences for Failure to Improve

Failure to meet these performance expectations by the deadline may result in:

- ☐ Further disciplinary action
- ☐ Potential suspension
- ☐ Termination of employment

Signatures

Supervisor's Signature:

Date:

Teacher's Acknowledgment: I acknowledge receipt of this notice and understand the performance expectations and consequences if improvement is not achieved.

Teacher's Signature:

Date:

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Payroll Schedule Payroll Schedule

TABLE 23 PAYROLL SCHEDULE PAYROLL SCHEDULE

Pay Period Start Date	Pay Period End Date	Timesheet Due Date	Payroll Processing Date	Pay Date
January 1, 2024	January 14, 2024	January 15, 2024	January 15, 2024	January 19, 2024
January 15, 2024	January 28, 2024	January 29, 2024	January 29, 2024	February 2, 2024
January 29, 2024	February 11, 2024	February 12, 2024	February 12, 2024	February 16, 2024
February 12, 2024	February 25, 2024	February 26, 2024	February 26, 2024	March 1, 2024
February 26, 2024	March 10, 2024	March 11, 2024	March 11, 2024	March 15, 2024
March 11, 2024	March 24, 2024	March 25, 2024	March 25, 2024	March 29, 2024
March 25, 2024	April 7, 2024	April 8, 2024	April 8, 2024	April 12, 2024

Pay Period Start Date	Pay Period End Date	Timesheet Due Date	Payroll Processing Date	Pay Date
April 8, 2024	April 21, 2024	April 22, 2024	April 22, 2024	April 26, 2024
April 22, 2024	May 5, 2024	May 6, 2024	May 6, 2024	May 10, 2024
May 6, 2024	May 19, 2024	May 20, 2024	May 20, 2024	May 24, 2024
May 20, 2024	June 2, 2024	June 3, 2024	June 3, 2024	June 7, 2024
June 3, 2024	June 16, 2024	June 17, 2024	June 17, 2024	June 21, 2024
June 17, 2024	June 30, 2024	July 1, 2024	July 1, 2024	July 5, 2024
July 1, 2024	July 14, 2024	July 15, 2024	July 15, 2024	July 19, 2024
July 15, 2024	July 28, 2024	July 29, 2024	July 29, 2024	August 2, 2024
July 29, 2024	August 11, 2024	August 12, 2024	August 12, 2024	August 16, 2024
August 12, 2024	August 25, 2024	August 26, 2024	August 26, 2024	August 30, 2024
August 26, 2024	September 8, 2024	September 9, 2024	September 9, 2024	September 13, 2024
September 9, 2024	September 22, 2024	September 23, 2024	September 23, 2024	September 27, 2024
September 23, 2024	October 6, 2024	October 7, 2024	October 7, 2024	October 11, 2024

Pay Period Start Date	Pay Period End Date	Timesheet Due Date	Payroll Processing Date	Pay Date
October 7, 2024	October 20, 2024	October 21, 2024	October 21, 2024	October 25, 2024
October 21, 2024	November 3, 2024	November 4, 2024	November 4, 2024	November 8, 2024
November 4, 2024	November 17, 2024	November 18, 2024	November 18, 2024	November 22, 2024

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Time Off - Overtime Request Form

Time Off Request Form

Employee Information

Employee Name:

Position/Department:

Date of Request:

Time Off Details

Type of Leave Requested:

Dates Requested:

Start Date:

End Date:

Total Number of Days Requested:

Reason for Time Off (if required):

Coverage Plan

Is coverage needed for your responsibilities during this time?

☐ Yes

☐ No

If yes, please specify coverage arrangements:

Employee Signature

I understand that submitting this request does not guarantee approval. I will work with my supervisor to ensure my responsibilities are covered during my absence.

Employee Signature:

Date:

Supervisor/Manager Approval

Denied

Approved

Comments:

Supervisor/Manager Signature:

Date:

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Weekly Time Card and Attendance Record

Weekly Time Sheet / Attendance Record

Employee Information

Employee Name:

Position/Department:

Week Starting Date:

TABLE 24 TIME SHEET

Day	Date	Time In	Time Out	Break (minutes)	Total Hours Worked
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Weekly Totals

Total Hours Worked This Week:

Employee Certification

I certify that the hours recorded on this time sheet accurately reflect my attendance and work hours for the week.

Employee Signature:

Date:

Supervisor Approval

I have reviewed and approved this time sheet.

Supervisor's Signature:

Date:

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Hiring Practice Checklist

Equal Opportunity Statement

Our organization is an equal opportunity employer. We are committed to building a diverse workforce and fostering an inclusive environment for all employees. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, sexual orientation, gender identity, national origin, age, disability, or veteran status.

1. Define the Role and Requirements

- ☐ Identify the position's goals, responsibilities, and expectations.
- ☐ Determine required qualifications (e.g., education, experience, skills).
- ☐ Develop a clear job description and specify core competencies.
- ☐ Set a salary range and understand the available budget for the role.
- ☐ Obtain approval from relevant department heads or leadership.

2. Recruiting Candidates

- ☐ Post the job listing on the company website and appropriate job boards.
- ☐ Use social media platforms (e.g., LinkedIn) to share the job opening.
- ☐ Notify internal employees and encourage referrals.
- ☐ Consider working with a recruiter or staffing agency if needed.
- ☐ Ensure that all job postings are inclusive and compliant with equal employment opportunity laws.

3. Screening Applications

- ☐ Review all applications for minimum qualifications and required skills.
- ☐ Shortlist candidates based on experience, education, and role alignment.
- ☐ Verify that there are no biases in the screening process.
- ☐ Reach out to qualified candidates to schedule an initial interview.

4. Conducting Interviews

- ☐ Prepare structured interview questions relevant to the role.
- ☐ Use behavioral-based questions to assess competencies and skills.
- ☐ Include multiple team members or stakeholders in the interview process.
- ☐ Record interview notes and evaluate each candidate consistently.
- ☐ Ask candidates about their previous experiences and achievements.

5. Evaluating Candidates

- ☐ Use a standardized evaluation form to score candidates fairly.
- ☐ Compare candidate qualifications, skills, and interview performance.
- ☐ Conduct reference checks for top candidates, if applicable.
- ☐ Discuss final candidates with hiring team members for input.

6. Making the Offer

- ☐ Extend a verbal offer to the selected candidate and discuss details.
- ☐ Send a formal written offer with role, compensation, benefits, and start date.
- ☐ Negotiate terms if needed and confirm the candidate's acceptance.
- ☐ Send official paperwork and information about onboarding.

7. Onboarding Preparation

- ☐ Notify relevant departments (e.g., IT, HR) to prepare for the new hire's arrival.
- ☐ Create an onboarding plan that includes training and role orientation.
- ☐ Assign a mentor or buddy to support the new hire.
- ☐ Schedule initial meetings with team members and key stakeholders.
- ☐ Prepare all necessary equipment, access credentials, and workspace.

8. Compliance and Documentation

- ☐ Ensure all hiring records, interview notes, and decisions are documented.
- ☐ Confirm that all hiring practices follow company policies and legal guidelines.
- ☐ File signed offer letters, background checks, and reference checks (if required).
- ☐ Submit the new hire's paperwork to HR and complete payroll setup.

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Terminating an Employee Checklist

1. Pre-Termination Preparation

- ☐ Review the employee's performance records, disciplinary history, and any relevant documentation.
- ☐ Confirm that all policies and legal guidelines have been followed.
- ☐ Ensure that the termination complies with employment laws and organizational policies.
- ☐ Obtain necessary approvals from human resources, legal, and management.
- ☐ Schedule the termination meeting, and prepare a private space.

2. Conduct the Termination Meeting

- ☐ Hold the meeting in a private setting with a human resources representative or manager present.

- ☐ Communicate the decision to terminate employment professionally. (Depending on advice from human resources and legal departments, you may choose not to disclose a specific reason, particularly in at-will employment situations.)
- ☐ Discuss final compensation, including any accrued vacation, bonuses, or unpaid wages.
- ☐ Explain next steps for benefits, such as COBRA (if applicable), and address any questions.
- ☐ Retrieve any company property (e.g., keys, ID badges, company devices) during the meeting.

3. Finalize Payroll and Benefits

- ☐ Calculate and issue final paycheck in accordance with state laws.
- ☐ Process any remaining PTO/vacation payouts and unused benefits.
- ☐ Cancel employee benefits, such as health insurance, and provide COBRA information if applicable.
- ☐ Close out retirement accounts or transfer funds as per employee instructions.

4. Secure Company Assets and Access

- ☐ Collect all company property, such as computers, phones, credit cards, tools, etc.
- ☐ Remove access to company systems, email, and software applications.
- ☐ Change passwords and deactivate security access for building and network entry.
- ☐ Inform relevant departments (e.g., IT, security) of the termination to secure all assets.

5. Conduct an Exit Interview (Optional)

- ☐ Schedule an exit interview to gather feedback about the employee's experience.
- ☐ Ask about the reasons for leaving, if applicable, and discuss any workplace concerns.
- ☐ Document responses to improve retention and address potential workplace issues.
- ☐ Maintain a professional tone, focusing on constructive feedback.

6. Complete Documentation

- ☐ Document the reason for termination (if provided), key points from the termination meeting, and any employee responses.
- ☐ Ensure that all paperwork, including the termination letter and exit interview notes, is signed and filed.
- ☐ Update payroll, human resources, and benefits systems to reflect the termination date.
- ☐ Confirm that all documentation is complete, accurate, and securely stored.

6. Notify Team and Update Records

- ☐ Inform the terminated employee's team members professionally, focusing on operational continuity.
- ☐ Update organizational charts, directories, and access lists to reflect the employee's departure.
- ☐ Communicate the termination as needed to other departments affected by the change.
- ☐ Adjust roles and responsibilities as needed to cover the former employee's duties.

7. Conduct Follow-Up Review (Optional)

- ☐ Schedule a follow-up review within a few weeks to assess the transition and address any arising issues.
- ☐ Evaluate any feedback received from the exit interview and implement changes if appropriate.

- ☐ Ensure all termination-related tasks are fully completed and documented.

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Americans with Disabilities Act (ADA) and Reasonable Accommodations

Statement on ADA Compliance and Reasonable Accommodations

Our center is committed to providing an inclusive and supportive environment for all individuals, including employees, students, and their families. In compliance with the Americans with Disabilities Act (ADA) and applicable state and local laws, we ensure that individuals with disabilities are afforded equal opportunities and access to participate fully in our programs, activities, and workplace.

We will provide reasonable accommodations to qualified individuals with disabilities, as required by law, to enable them to perform the essential functions of their job or participate in our educational programs, provided that such accommodations do not impose an undue hardship on the organization. Accommodations may include adjustments to physical environments, modifications to schedules, or provision of auxiliary aids and services.

Employees, students, or families requiring accommodations are encouraged to notify the Director or designated ADA Coordinator promptly. Requests will be handled in a confidential manner and evaluated on a case-by-case basis to ensure appropriate and effective solutions.

Our commitment to diversity and inclusion includes ensuring that our early childhood education center remains a place where everyone can thrive and succeed.

For more information about the ADA, visit <https://www.ada.gov/>

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Personnel Manual

A comprehensive personnel manual serves as the cornerstone of a well-structured and transparent organization, extending far beyond a simple compilation of rules. It meticulously outlines the policies, procedures, and mutual expectations that govern the relationship between our program and its invaluable team. Within its pages, critical forms such as the acknowledgment of policies, program ethics statements, confidentiality acknowledgments, and summaries of compensation and benefits are included, ensuring that everyone is well-informed and understands their obligations and entitlements. These vital documents collectively establish clear and consistent guidelines for workplace behavior, fostering a culture of accountability and professionalism. Moreover, the personnel manual acts as an indispensable reference point, providing a fair and objective framework for addressing potential disputes, clarifying ambiguities, and ensuring equitable treatment for all members of the team. In essence, it is a living document that promotes a shared understanding of organizational values and operational norms, ultimately contributing to a more harmonious and productive work environment.

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Forward

Welcome! We are delighted to have you as part of our team. At our center, we strive to create a nurturing and enriching environment for every child in our care. This employee manual is designed to provide you with an overview of our policies, procedures, and expectations to ensure a safe, inclusive, and effective workplace.

As an early childhood education professional, you play a vital role in fostering growth, learning, and development during a critical period in a child's life. Our collective efforts will shape the future of our students and support their families.

While this manual provides guidelines to support your success, it is not an exhaustive document. Changes in policies, procedures, or practices may occur, and we will keep you informed of updates as needed.

We encourage open communication and are here to support you in your journey with us. If you have questions, concerns, or suggestions, do not hesitate to reach out to your supervisor or program administrator.

Thank you for joining our mission to make a lasting impact on the lives of young children and their families.

Disclaimers

1. At-Will Employment

Employment at [Your Program Name] is at-will unless otherwise specified in a written agreement. This manual does not constitute an employment contract, and nothing within it alters the at-will nature of your employment. Either you or [Your Program Name] may terminate the employment relationship at any time, with or without cause, and with or without notice.

2. Policy Revisions

[Your Program Name] reserves the right to revise, supplement, or rescind any policies or portions of this manual as it deems appropriate. Employees will be notified of significant changes, but it is your responsibility to stay informed of updates.

3. Legal Compliance

This manual is designed to comply with applicable federal, state, and local laws. In the event of any conflict between this manual and legal requirements, the law will govern. If you have concerns about legal compliance, please consult with your supervisor or Human Resources.

4. Interpretation of Policies

The interpretation of the policies outlined in this manual is at the sole discretion of [Your Program Name]. Questions about specific policies should be directed to your supervisor or program administrator.

5. Equal Opportunity Employer

[Your Program Name] is committed to providing equal employment opportunities to all employees and applicants. We do not discriminate based on race, color, religion, gender, gender identity or expression, sexual orientation, national origin, age, disability, marital status, or veteran status in accordance with applicable laws.

We look forward to a productive and rewarding experience working together. Thank you for your dedication to our program's mission and values.

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The following is a list of information that can be included:

1. Program Mission, Vision, and Philosophy
2. Instructions Upon Hire
3. Staff Organization Chart
4. Compensation and Benefits
5. Scheduling, Leaves, and Breaks
6. Program Ethics
7. Permission to Photograph, Videotape, and Record
8. Confidentiality and Security of Records
9. Handling Suspected Abuse or Neglect
10. Staff Protocols
11. On-the-Job Injuries
12. Prohibited Items and Substances
13. Behavior Guidance
14. Health, Nutrition, and Safety Policies and Protocols
15. Emergency Procedures
16. Supervision and Evaluation Protocol
17. Employee Conduct and Disciplinary Action
18. Information for Substitute Employees
19. Job Announcement, Application, and Selection Process
20. Use of Background Investigation Results
21. Employment Categories and Position Descriptions
22. Concluding Your Employment with the Program

The following information provided are example of the types of information that can be included.

Program Mission, Vision, and Philosophy for an Early Childhood Program

Mission

Our mission is to provide a nurturing, inclusive, and developmentally appropriate learning environment where every child can thrive. We are committed to fostering a love of learning, building foundational skills,

and supporting the holistic development of children through play-based experiences, meaningful relationships, and a strong partnership with families.

Vision

Our vision is to empower children to become confident, compassionate, and curious individuals who are prepared for lifelong success. By cultivating a community of respect, creativity, and collaboration, we aim to be a leader in early childhood education, inspiring excellence in our children, families, and educators.

Philosophy

At our center, we believe:

1. **Children are Unique Learners:** Children are unique individuals who learn and grow at their own pace. We honor diversity and strive to meet the unique needs of each child.
2. **Learning Through Play:** Play is the cornerstone of early learning. Our program emphasizes hands-on, interactive activities that foster creativity, problem-solving, and critical thinking.
3. **Whole-Child Development:** Education extends beyond academics. We nurture physical, emotional, social, and cognitive development to support the well-being of the whole child.
4. **Partnership with Families:** Families are a child's first and most important teachers. We value collaboration with families to create a supportive and consistent environment that aligns with each child's needs.
5. **Safe and Inclusive Environment:** Every child deserves a safe, welcoming, and inclusive space where they feel respected, valued, and empowered.
6. **High-Quality Educators:** Our dedicated teachers are lifelong learners who bring passion, expertise, and care to their work. We invest in their professional growth to ensure the highest standards of early education.

This mission, vision, and philosophy provide the foundation for all we do. Together, we are shaping bright futures for every child in our care.

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Instructions Upon Hire

Welcome to our program! Please follow the instructions below to ensure a smooth onboarding process. Completing these steps promptly is essential to your successful integration into our team.

1. Required Forms

To begin your employment, please complete and submit the following forms to the Human Resources office at least 7 days prior to your assigned start date:

- **Signed Employment Agreement form:** Upon receiving your offer of employment, submit your signed agreement accepting the offered position and schedule.

- **Employee Information Form:** Provide us with your personal and emergency contact details.
- **Form I-9:** Employment eligibility verification (with original supporting documents, e.g., a passport or driver's license and Social Security card).
- **W-4 Form:** Federal and state tax withholding form.
- **Direct Deposit Authorization:** Submit a voided check or official bank document for payroll processing.
- **Background Check Consent Form:** Required for child care licensing compliance.
- **Professional References:** Provide at least two references if not already submitted during the interview process.
- **Acknowledgment of Employee Handbook:** Sign and return the acknowledgment form provided with your employee manual.

2. Pre-employment Health Appraisal Requirement

As part of our commitment to maintaining a healthy and safe environment for children and staff, the following health requirements must be met:

- **Physical Examination:** A completed health appraisal form from your licensed healthcare provider, dated within the last 12 months.
- **Immunization Records:** Provide proof of immunizations, including but not limited to:
 - MMR (Measles, Mumps, Rubella)
 - Varicella (Chickenpox)
 - Tdap (Tetanus, Diphtheria, Pertussis)
 - COVID-19 (if required by local or state guidelines)
- **TB Test:** A tuberculosis clearance test or chest X-ray report (within the last 6 months).

Health documentation must be submitted before your first day of work or within **[insert number]** days of your hire date.

3. New Staff Orientation Requirement

New staff orientation is an essential part of your onboarding process. It ensures you are prepared to succeed in your role and adhere to state licensing standards. Orientation will include:

- **Policy and Procedure Training:** Review and training on key center policies, including child safety, mandated reporting, confidentiality, and emergency procedures.
- **Curriculum and Program Overview:** Introduction to the teaching philosophy, daily schedules, and classroom management techniques.
- **Licensing and Compliance Overview:** Training on child care licensing regulations and our center's adherence to state and federal requirements.
- **Health and Safety Protocols:** Instruction on hygiene practices, administering medications, and responding to medical emergencies. **Shadowing and Observation:** Spend **[insert time]** shadowing an experienced staff member to familiarize yourself with daily routines and expectations.

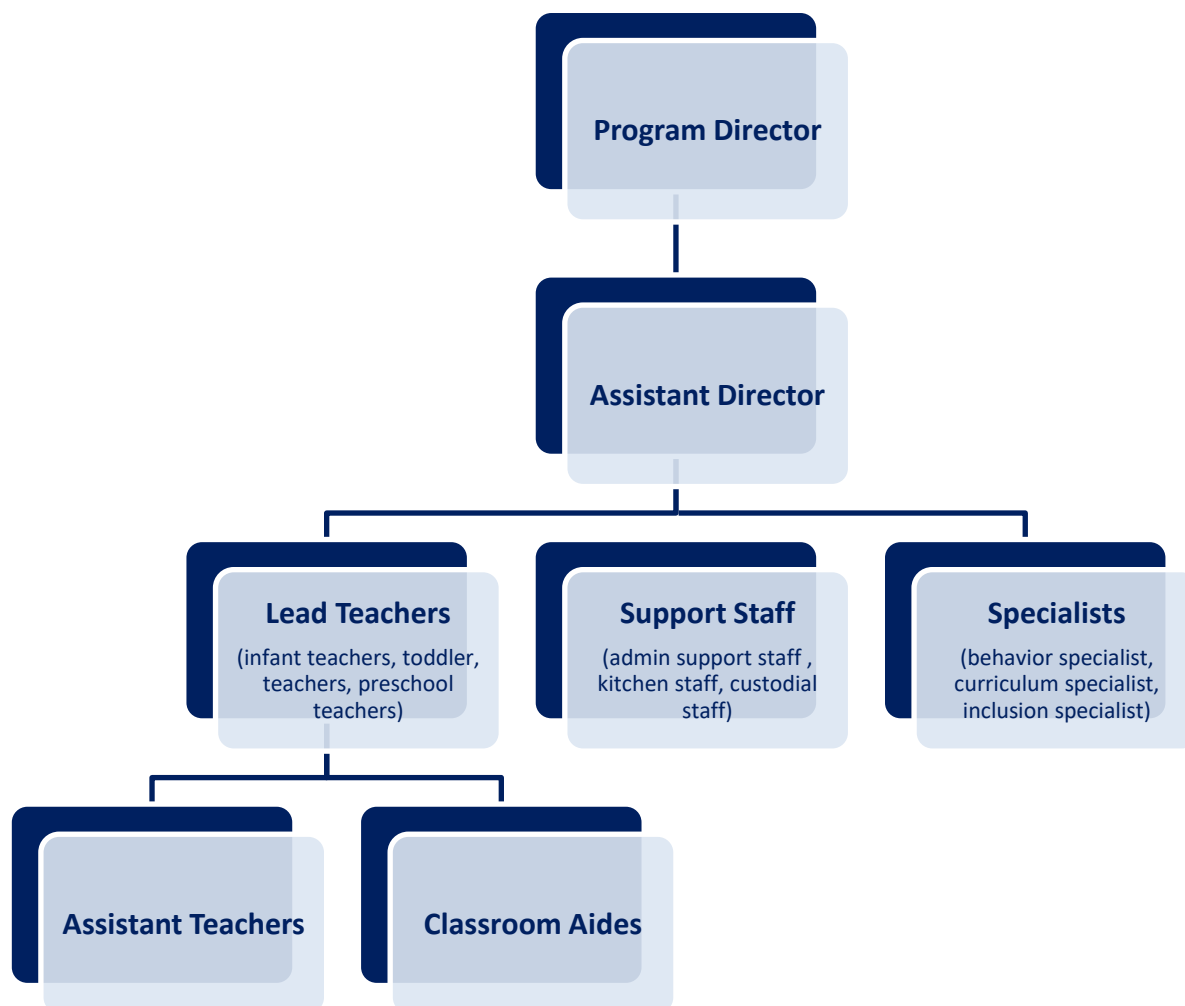
- Orientation will be held on **[insert date/time]** at **[location]**. Attendance is mandatory.
- By completing these steps, you help us ensure a seamless transition into your new role while maintaining compliance with legal and licensing requirements. If you have any questions, please contact **[insert contact person and contact information]**.

We are excited to have you on our team and look forward to working with you!

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Sample Staff Organization Chart

The chart below is a sample of the organizational structure of a hypothetical early childhood program. The top layer is the program director, followed by the assistant director. Three groups of employees report directly to the assistant director: lead teachers, support staff, and specialists. Examples of each of those categories are provided. Finally, assistant teachers are depicted as reporting to lead teachers, and classroom aides are depicted as reporting to assistant teachers. Different programs may not employ every type of employee seen in the chart below. Some programs may have a different organizational structure with a greater or small number of levels.



Compensation and Benefits

We value our employees and strive to provide a competitive compensation package that reflects our commitment to your well-being and professional growth. Below is an overview of the pay structure, schedule, and benefits offered to staff members.

Pay Scale Information

Our center compensates employees based on their role, qualifications, and experience. The pay scale for each position is as follows:

- **Lead Teachers:** \$[Insert Range] per hour
- **Assistant Teachers:** \$[Insert Range] per hour
- **Classroom Aides:** \$[Insert Range] per hour
- **Substitute Teachers:** \$[Insert Range] per hour
- **Custodial Staff:** \$[Insert Range] per hour
- **Kitchen Staff:** \$[Insert Range] per hour
- **Specialists:** \$[Insert Range] per hour /may be salary-based
- **Administrative Staff:** \$[Insert Range] per hour

Note: Compensation may vary based on certifications, degrees held, years of experience, and annual performance reviews.

Pay Schedule

Employees are paid regularly according to the following schedule:

- **Pay Frequency:** [Bi-weekly/Monthly/Semi-Monthly]
- **Paydays:** Paydays fall on [specific day(s) of the month, e.g., the 15th and last day of each month]. If payday falls on a weekend or holiday, employees will be paid on the preceding business day.
- **Direct Deposit:** All employees are encouraged to enroll in direct deposit to ensure timely and secure payment of wages.

Paper checks are available upon request but may require additional processing time.

Employees can view their pay stubs and payment history through [Insert Payroll System/Portal Name]. For assistance with payroll issues or corrections, please contact [Insert Payroll or HR Contact].

Staff Benefits

Our center offers a variety of benefits to support the health, well-being, and professional development of our staff. Benefits may include:

Health and Wellness

- Medical Insurance: [Provide details if applicable, e.g., eligibility requirements, cost-sharing, provider information].
- Dental and Vision Insurance: [Provide details if applicable].
- Paid Sick Leave: Employees accrue 2 hours of paid sick leave per 40 hours worked.

Paid Time Off (PTO)

- Vacation Days: Employees accrue 2 hours of paid sick leave per 40 hours worked.
- Holidays: The following list of federal holidays are observed as center closures and paid time off.
- New Year's Day (January 1st)
- Martin Luther King, Jr. Day (Third Monday in January)
- President's Day (Third Monday in February)
- Memorial Day (Last Monday in May)
- Juneteenth (June 19th)
- Independence Day (July 4th)
- Labor Day (First Monday in September)
- Columbus Day (Second Monday in October)
- Thanksgiving Day (Fourth Thursday in November)
- Christmas Day (December 25th)

When a holiday falls on Saturday or Sunday, the center will be closed on either the Friday preceding the holiday, or the Monday following the holiday.

Professional Development

- Training Opportunities: Regular workshops, certifications, and in-service training sessions are provided to enhance professional skills.
- Tuition Reimbursement: [Specify amount and eligibility criteria, if applicable].
- Conference Attendance: Employees may be eligible for reimbursement of costs associated with attending relevant conferences or seminars.

Employee Perks

- Childcare Discount: [Percentage or dollar amount discount for staff members' children].
- Flexible Scheduling: Adjusted schedules to accommodate personal needs, subject to approval.

Note: Benefits eligibility depends on employment status (e.g., full-time, part-time, temporary) and may require a waiting period. Specific details are provided upon hire or through the Human Resources department.

We are committed to supporting your financial security, health, and professional growth. For questions or additional information about compensation and benefits, please contact the Human Resources Department.

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Scheduling, Leaves, and Breaks

Scheduling and Attendance Policies

The following policies outline scheduling, attendance expectations, and procedures for managing time off or schedule changes.

These guidelines ensure smooth operations and a consistent experience for the children and families we serve.

Program Hours and Closures

Program Hours:

- The center operates from 6:00 AM to 6:00 PM, Monday through Friday.
- Staff schedules may vary based on assigned duties and responsibilities. Your specific schedule will be provided upon hire.

Program Closures:

- The center is closed on the following federal and local holidays:
- [List holidays, e.g., New Year's Day, Memorial Day, Independence Day, etc.]
- In the event of severe weather or emergency closures, employees will be notified via **[Preferred Method of Communication, e.g., email, text, or phone call]** as early as possible.

Requesting Time Off

To ensure adequate staffing, employees must follow these procedures when requesting time off:

- **Advance Notice:** Submit all time-off requests at least two weeks in advance using the Time-Off Request form.
- **Approval Process:** All time-off requests are subject to approval by **the Assistant Director** based on staffing needs and availability.
- **Peak Times:** Time-off request approvals may be limited during high-demand periods, such as the start or end of the school year or during major events.

Communicating About Illness or Other Schedule Changes

If you are unable to work due to illness or another unforeseen circumstance:

- **Notification:** Notify the administrative support staff as soon as possible, ideally no later than two hours before your scheduled shift.
- **Preferred Contact Method:** Use a phone call, followed by an email to report your absence.
- **Follow-Up:** For absences lasting more than two days, you may be required to provide a doctor's note or additional documentation.

Attendance and Punctuality

Regular attendance and punctuality are critical to maintaining high-quality care and education for the children in our program.

- **Expectations:** Employees are expected to report to work on time and remain on duty until the end of their scheduled shift.
- **Tardiness:** If you anticipate being late, notify your supervisor immediately. Repeated tardiness may result in corrective action.
- **Unexcused Absences:** Absences without proper notification or approval may be considered unexcused and may lead to disciplinary action.

Note: Chronic absenteeism, tardiness, or failure to adhere to these policies may affect your performance evaluations and continued employment.

These scheduling and attendance policies are designed to support fairness and consistency while maintaining the smooth operation of the center. For questions or additional clarification, please contact your supervisor.

Leaves

We recognize that employees may need to take leave for various personal and professional reasons. Below is a detailed overview of leave types available to staff in compliance with federal, state, and local regulations.

Illness Leave

- Employees accrue 2 hours per 40 hours worked of paid sick leave.
- Sick leave may be used for personal illness, medical appointments, or to care for an ill family member.
- For absences longer than two days, a doctor's note may be required.
- Unused sick days will roll over to the following year.

Vacation Leave

- Employees earn 2 hours of paid vacation per 40 hours worked, based on length of service and employment status.

- Vacation requests must be submitted at least two weeks in advance and are subject to approval based on staffing needs.
- Unused vacation days will roll over to the following year.

Personal Necessity Leave

- Employees may use up to 2 days per year for urgent personal matters.
- Requests for personal necessity leave must be approved by the Assistant Director and require a minimum of two days' advance notice, except in cases of emergencies not covered by other leaves.

Bereavement Leave

- Up to 3 paid days are provided for the loss of an immediate family member (e.g., spouse, child, parent).
- Additional unpaid time off may be granted at the discretion of the Assistant Director.

Jury Duty Leave

- Employees summoned for jury duty will be granted leave as required by law.
- Proof of jury service may be required.
- Full-time employees will be paid for up to 5 days of jury duty.

Military Leave

- Employees called to active duty or required training are entitled to unpaid leave in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA).
- Upon return, employees will be reinstated to their position or a comparable role, as required by law.

Parental Leave

- Employees may take leave for the birth, adoption, or foster care placement of a child.
- Parental leave may be paid, unpaid, or partially paid, depending on eligibility.
- Employees are encouraged to provide as much notice as possible when planning parental leave. The minimum notice required is 30 days.

Family and Medical Leave Act (FMLA)

- In accordance with federal law, eligible employees may take up to 12 weeks of unpaid, job-protected leave in a 12-month period for the following:
- The birth or adoption of a child.
- A serious health condition affecting the employee or a family member. Certain exigencies related to a family member's military service.

According to federal law, employees must have worked at least 1,250 hours in the past year and must have been employed by the center for at least 12 months to be eligible for FMLA.

Employees may use accrued sick or vacation leave during FMLA leave.

Unpaid Time Off

- Unpaid leave may be requested for reasons not covered under other leave policies. Requests must be submitted to the Assistant Director and approved on a case-by-case basis.
- These leave options are designed to support your well-being and work-life balance. For questions or clarification about leave policies, contact your supervisor or Human Resources.

Staff Breaks, Scheduling, and Maximum Hours

At our center, we prioritize the well-being of our staff while ensuring compliance with California labor laws. The following guidelines regarding breaks, scheduling, and maximum work hours are in place to promote a healthy and productive work environment:

Maximum Work Hours:

No staff member will be scheduled to work more than **12 hours in any 24-hour period** to ensure adequate rest and to comply with California labor regulations.

Mandatory Breaks:

In accordance with California law, all staff members are entitled to the following breaks:

- **Rest Breaks:** A paid 10-minute rest break for every 4 hours worked (or major fraction thereof). Rest breaks should be taken in the middle of the work period whenever possible.
- **Meal Breaks:** An unpaid 30-minute meal break for shifts longer than 5 hours. For shifts up to 6 hours, employees may waive the meal break with mutual consent. Employees working more than 10 hours in a day are entitled to a second 30-minute meal break.

Scheduling of Breaks:

Supervisors will coordinate break schedules to ensure adequate classroom coverage while allowing staff to take their required breaks. Staff must adhere to their scheduled break times and promptly return to their duties to maintain the smooth operation of the center.

Reporting Missed Breaks:

Staff members who are unable to take their required breaks due to operational needs must inform their supervisor immediately so the issue can be addressed.

We are committed to supporting the health, safety, and compliance of our team. If you have any questions about your schedule or breaks, please contact your supervisor or the Center Director.

Program Ethics

Commitment to Children

- Provide a safe, inclusive, and nurturing environment that supports the physical, emotional, social, and cognitive development of every child.
- Respect each child's individuality, cultural background, and developmental needs.
- Use developmentally appropriate practices to foster curiosity, creativity, and a love for learning.
- Protect the rights and confidentiality of children at all times.
- Act in the best interests of the children, promoting their well-being and protecting them from harm.

Review the [Code of Ethics](#) created by NAEYC.

Commitment to Families

- Build positive, collaborative partnerships with families based on mutual respect and open communication.
- Honor the cultural, linguistic, and familial values of the children in our care.
- Share relevant information about their child's development in an honest, respectful, and supportive manner.
- Encourage family involvement in the program to strengthen the connection between home and school.

Commitment to Colleagues

- Foster a culture of respect, collaboration, and professionalism among all staff members.
- Communicate honestly and constructively to promote a positive work environment.
- Support one another in professional growth and continuous learning.
- Address conflicts directly, respectfully, and in a timely manner, seeking mediation when necessary.

Commitment to the Profession

- Adhere to professional standards of conduct as outlined in this manual and relevant licensing and accreditation guidelines.
- Pursue ongoing professional development to stay informed about best practices in early childhood education.
- Advocate for the importance of early learning and its impact on children, families, and society.
- Represent the center with integrity and professionalism in the community.

Nondiscrimination Statement

Our center is committed to creating an inclusive and respectful environment for children, families, and staff. We do not discriminate on the basis of any characteristic protected by federal, state, or local laws.

This commitment extends to all aspects of our program, including admissions, employment, curriculum, and partnerships. We celebrate the diversity of our community and strive to ensure all individuals feel respected, valued, and included.

Workplace Harassment Statement

Definition of Harassment

Harassment includes unwelcome behavior, whether verbal, physical, or visual, that creates an intimidating, hostile, or offensive working environment. This includes, but is not limited to:

Sexual harassment (e.g., unwelcome advances, inappropriate comments, or physical contact).
Discriminatory harassment based on race, religion, gender, disability, or any other protected category.

Reporting Harassment

Employees who experience or witness harassment are encouraged to report it promptly to their supervisor, the HR department, or the Center Director. Reports will be handled with sensitivity, confidentiality, and in accordance with applicable laws and center policies.

No Retaliation

Our center prohibits retaliation against anyone who, in good faith, reports harassment or participates in an investigation of harassment.

Disciplinary Action

Employees found to have engaged in harassment or retaliation may face disciplinary action, up to and including termination of employment.

By working together to uphold these principles, we can ensure a respectful, professional, and inclusive workplace for all.

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Permission to Photograph, Videotape, and Record

By joining our program as an employee, you grant the center permission to photograph, videotape, and/or record you in the course of your professional duties. These images, videos, and recordings may be used for purposes directly related to the operation and promotion of the center, including but not limited to:

- **Marketing and Communication:** Content for the center's website, social media, newsletters, and other promotional materials.

- **Training and Professional Development:** Demonstrations of best practices and techniques for staff training sessions.
- **Documentation of Events:** Capturing activities and special events for the center's records and for sharing with families.
- **Observations:** If the program has students completing degrees in early childhood education there may be documentation via photograph and video for the completion of assignments and observations.

The center will ensure that all photos, videos, and recordings are used professionally and respectfully. If you have any specific concerns or restrictions regarding this policy, please discuss them with the Center Director prior to starting employment.

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Confidentiality and Security of Records

At our program we are committed to protecting the confidentiality and security of all staff and child records. Access to these records is strictly limited to authorized personnel and is used only for purposes directly related to the operation of the center and in compliance with applicable laws and regulations.

All records, whether physical or digital, will be securely stored to prevent unauthorized access. Physical records will be kept in locked filing cabinets or secure areas, and digital records will be protected through password-protected systems and other appropriate security measures.

Employees are required to maintain strict confidentiality regarding any information contained in staff or child records. Sharing or discussing such information outside of professional purposes is prohibited and may result in disciplinary action.

If you have any questions about the confidentiality of records or believe there has been a breach of security, please report the matter immediately to the Program Director. Protecting the privacy and trust of our staff, children, and families is a top priority.

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Handling Suspected Abuse or Neglect

Mandated Reporter Responsibilities

As employees of this program, all staff are **mandated reporters** under state and federal law. This means you are legally obligated to report any reasonable suspicion of child abuse or neglect to the appropriate authorities. The safety and well-being of the children in our care are our highest priorities. This is a Community Care Licensing Requirement. Review the information on the [Dept. of Social Services](#).

What Does it Mean to Be a Mandated Reporter?

- **Legal Obligation:** Mandated reporters are required by law to report suspicions of abuse or neglect directly to Child Protective Services (CPS) or law enforcement. Failure to report can result in legal consequences.
- **Reasonable Suspicion:** You do not need proof of abuse or neglect—only a reasonable suspicion based on your observations or disclosures by the child.
- **Confidentiality:** Reports are confidential, and your identity as a mandated reporter will be protected to the extent permitted by law.
- **Protection for Reporters:** Mandated reporters are protected from civil or criminal liability when reports are made in good faith.

Steps for Reporting

1. Document your observations in detail, including dates, times, and descriptions of the child's physical or behavioral indicators. You can access the reporting form for the [State of CA](#).
2. Notify your supervisor or the designated child protection liaison at [Your Center Name].
3. Call the appropriate agency (e.g., CPS or local law enforcement) to make the report. Provide all relevant details.
4. Follow up as needed, and ensure documentation is securely maintained.

Recognizing Child Abuse and Neglect in the Classroom Setting

TABLE 25 RECOGNIZING CHILD ABUSE AND NEGLECT IN THE CLASSROOM SETTING

Type of Abuse/Neglect	Physical Indicators	Behavioral Indicators
Emotional Abuse	<ul style="list-style-type: none">• Delayed physical, emotional, or social development• Speech disorders (e.g., stuttering, delayed speech)• Chronic health complaints without a clear cause• Unusual weight changes (extreme loss or gain)	<ul style="list-style-type: none">• Low self-esteem or extreme self-criticism• Overly compliant, passive, or withdrawn behavior• Delayed emotional or social responses• Excessive fearfulness or clinginess• Reluctance to interact with peers or adults• Self-harming behaviors (e.g., cutting, head-banging)• Sudden, extreme emotional outbursts
Sexual Abuse	<ul style="list-style-type: none">• Difficulty walking or sitting• Pain, bruising, or bleeding in the genital or anal area	<ul style="list-style-type: none">• Knowledge of sexual acts inappropriate for their age

Type of Abuse/Neglect	Physical Indicators	Behavioral Indicators
	<ul style="list-style-type: none"> Sexually transmitted infections (STIs) Torn or stained undergarments Frequent urinary or yeast infections 	<ul style="list-style-type: none"> Sudden changes in behavior or academic performance Overly seductive or sexually aggressive behavior Avoidance of certain individuals without explanation Fear or refusal to change clothes or participate in physical activities Regression to earlier behaviors (e.g., bedwetting, thumb-sucking) Withdrawal or excessive anxiety
Neglect	<ul style="list-style-type: none"> Consistently dirty or malnourished appearance Clothing inappropriate for the weather (e.g., shorts in winter) Untreated medical or dental issues Frequent, severe diaper rash or skin sores Poor personal hygiene (e.g., matted hair, body odor) 	<ul style="list-style-type: none"> Frequent absences or tardiness at school Stealing or hoarding food Chronic fatigue or falling asleep in class Lack of supervision (e.g., wandering alone) Reports of being left alone or unsupervised for long periods Persistent hunger or begging for food Difficulty forming attachments with caregivers or peers

Training and Support

All staff are required to complete annual training on recognizing and reporting child abuse and neglect.

If you have questions or concerns about a potential case, speak with your supervisor or the designated child protection liaison for guidance.

By understanding and fulfilling your role as a mandated reporter, you help protect the children in our care and ensure their right to a safe, nurturing environment.

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Staff Protocols

The following staff protocols outline expectations and responsibilities to ensure a safe, professional, and efficient workplace at the program. Adhering to these protocols helps maintain a positive environment for children, families, and staff.

Storing Personal Items

- Staff are required to store personal belongings, including purses, backpacks, and other items, in designated lockers or storage areas.
- The program is not responsible for lost or stolen items. Lockers should remain locked, and staff are encouraged not to bring valuable items to work.
- Personal food and medication must be consumed in areas not accessible to children, such as the staff lounge.

Non-Compete and Non-Solicitation Agreement

- Staff may not solicit, advertise, or perform childcare or babysitting services for families enrolled at the center. This policy ensures professional boundaries and avoids conflicts of interest.
- Employees may not use the center's client list, resources, or connections to solicit business for personal or external ventures.

Dress Code Policy

Staff are expected to present a professional appearance appropriate for working with young children. The dress code is as follows:

Acceptable Attire: Comfortable, clean, and professional clothing suitable for active work (e.g., polo shirts, khakis).

Unacceptable Attire: Clothing with offensive or inappropriate graphics or language; excessively tight, revealing, or ripped clothing; flip-flops or sandals.

Staff should dress in a way that allows them to engage actively in play and caregiving duties while maintaining professionalism.

Cell Phone Use Policy

- Cell phones must be turned off or silenced and stored in staff lockers during work hours.
- Phones may only be accessed during scheduled breaks and in designated areas.
- Personal phone calls, texting, or social media use is strictly prohibited during classroom time to ensure focus on the children.

Cleaning Protocol

- Staff are responsible for cleaning and disinfecting surfaces, toys, and equipment according to the center's cleaning schedule.
- Spills, messes, and bodily fluids should be addressed immediately following appropriate sanitation procedures.

- Trash must be emptied regularly, and classrooms should be left tidy at the end of each day.
- Requirement to Attend Staff Meetings
- Attendance at all scheduled staff meetings is mandatory. Meetings are an essential part of ensuring program quality, addressing concerns, and communicating updates.
 - Absences must be approved in advance by the Center Director or supervisor.

Continuing Education Policy

- Staff are required to complete a minimum of 10 hours of continuing education annually, as mandated by licensing regulations.
- The center will provide or recommend opportunities for professional development, such as workshops, training sessions, and webinars.
- Proof of completion for continuing education must be submitted to HR by the end of the calendar year.

Daily Schedules, Lesson Plans, and Activity Reports (Lead Teachers)

- Preparing and posting a daily schedule in the classroom that aligns with the program's goals and philosophy.
- Submitting weekly lesson plans for approval by **your supervisor** by **5pm on the Friday** before each new week.
- Completing daily activity reports for each child, including meals, naps, and developmental progress, and ensuring they are communicated to families.

Incident Reports

- Staff must complete an incident report immediately following any accident, injury, or unusual occurrence involving a child.
- Reports should include factual, objective details and be signed by all involved parties.
- The completed report must be submitted to the Center Director for review and shared with the child's family on the same day.

By adhering to these protocols, staff help maintain a safe, professional, and high-quality environment for children and families.

For questions or clarification about these policies, please contact your supervisor.

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On-the-Job Injuries

Policy for On-the-Job Injuries

The safety and well-being of our employees are of utmost importance. In the event of an on-the-job injury, employees are required to follow this policy to ensure proper care, documentation, and compliance with workplace safety regulations.

Immediate Action

- **Assess the Situation:** If an injury occurs, prioritize the safety and well-being of the injured employee. Administer basic first aid if necessary and call 911 for emergencies.
- **Report the Injury:** Notify the program director or designated supervisor immediately, regardless of the severity of the injury.

Documentation

- **Complete an Incident Report:** The injured employee, or a supervisor if the employee is unable, must complete an incident report form as soon as possible, detailing the nature of the injury, how it occurred, and any immediate actions taken.
- **Witness Statements:** Any witnesses to the injury should provide a brief written statement of their observations.

Seeking Medical Attention

- **Emergency Care:** In the event of a serious injury, seek immediate medical attention by calling 911 or going to the nearest emergency facility.
- **Non-Emergency Care:** For non-urgent injuries, the program director will provide information about approved medical facilities for treatment under workers' compensation coverage

Workers' Compensation

- **Filing a Claim:** The program will assist the injured employee in filing a workers' compensation claim, ensuring access to appropriate medical care and any benefits to which they are entitled.
- **Follow-Up:** Employees must follow the treatment plan prescribed by their healthcare provider and provide documentation to the program regarding their recovery and work status.

Return to Work

- **Clearance:** Employees must provide a written release from their healthcare provider before returning to work.
- **Accommodation:** If the employee is unable to perform their regular duties due to the injury, the center will work to provide reasonable accommodations in compliance with applicable laws.

Prevention and Safety

- **Review of the Incident:** The program will review the circumstances of the injury to identify potential safety improvements and prevent future incidents.
- **Employee Cooperation:** Employees are expected to follow all safety protocols and report any hazards promptly to prevent workplace injuries.

Important Note: Employees must report all injuries immediately, even if they seem minor. Failure to follow this policy may affect workers' compensation claims and workplace safety.

If you have questions about this policy or need assistance, please contact the program director.

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Prohibited Items and Substances

To ensure a safe, healthy, and professional environment for children, families, and staff, **[Your Center Name]** strictly enforces the following policies regarding prohibited items and substances. These rules are in compliance with applicable federal, state, and local laws.

Prohibition of Smoking and Smokeless Tobacco on the Premises

To protect the health and well-being of children and staff, **[Your Program Name]** maintains a tobacco-free environment.

- **Smoking:** Smoking of any kind, including the use of cigarettes, cigars, e-cigarettes, and vaping devices, is strictly prohibited anywhere on the premises, including in parking lots, outdoor play areas, and vehicles owned or leased by the center.
- **Smokeless Tobacco:** The use of smokeless tobacco products, such as chewing tobacco or snuff, is also prohibited on the premises.
- **Off-Site Locations:** Smoking and the use of tobacco products are prohibited during work hours, including off-site activities such as field trips, training, or community events when representing **[Your Center Name]**.

Failure to adhere to this policy may result in disciplinary action, up to and including termination of employment.

Drug-Free Workplace Statement

[Your Program Name] is committed to providing a drug-free workplace to ensure the safety and well-being of all children, families, and staff.

- **Prohibited Substances:** Employees are prohibited from manufacturing, distributing, dispensing, possessing, using, or being under the influence of illegal drugs or alcohol while on the premises or during work hours.
- **Prescription Medications:** Employees taking prescription medications that may impair their ability to perform job duties must notify their supervisor or HR and provide appropriate documentation.
- **Alcohol:** The consumption of alcohol during work hours or at any time on the premises is strictly prohibited.
- **Random Testing:** [Include if applicable] Employees may be subject to random drug or alcohol testing as permitted by law.

Employees found to be in violation of this policy may face disciplinary action, up to and including termination. Resources for assistance with substance abuse issues are available through **[Insert Assistance Program or Resource Name]**.

Prohibition of Weapons on the Premises

For the safety of all individuals, **[Your Program Name]** enforces a strict no-weapons policy.

- **Definition of Weapons:** Weapons include, but are not limited to, firearms, knives, explosives, or any other object intended to cause harm.
- **Prohibited Areas:** Weapons are prohibited in all areas of the premises, including parking lots, classrooms, offices, and vehicles owned or leased by the center.
- **Exceptions:** This policy does not apply to law enforcement officers or others authorized by law to carry weapons in the course of their duties.

Employees found in possession of prohibited weapons will face immediate disciplinary action, up to and including termination, and may be reported to law enforcement authorities.

By adhering to these policies, **[Your Program Name]** ensures a safe, healthy, and welcoming environment for all.

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Behavior Guidance

The following policies outline the program's approach to guiding children's behavior in a way that supports their development and creates a safe, nurturing environment for all.

Program Philosophy on Positive Behavior Guidance

At this program, we believe that behavior guidance should be rooted in understanding the developmental needs of each child and fostering a positive, supportive environment. Our approach emphasizes:

- Teaching children self-regulation and problem-solving skills.
- Encouraging empathy, cooperation, and respect for others.
- Reinforcing positive behaviors through recognition and encouragement.
- Redirecting challenging behaviors with developmentally appropriate strategies.

We strive to model and teach behaviors that support children's growth, understanding that challenging behaviors are often opportunities for learning.

Action Steps for Staff to Guide Children's Behavior

Staff are expected to take the following steps to guide behavior effectively:

- **Build Relationships:** Establish trust and positive connections with children by showing empathy and active listening.
- **Set Clear Expectations:** Use simple, age-appropriate language to explain rules and routines. Consistently reinforce these expectations.
- **Redirect Behavior:** Offer choices or redirect children to more appropriate activities to help them shift focus and avoid conflict.
- **Provide Positive Reinforcement:** Praise and acknowledge children when they display positive behaviors, such as sharing, cooperating, or following directions.
- **Model Appropriate Behavior:** Demonstrate the behaviors you want children to imitate, such as using polite language, sharing, and problem-solving calmly.

- **Teach Problem-Solving:** Guide children through resolving conflicts by helping them identify emotions, express their needs, and find fair solutions.
- **Stay Calm and Patient:** Respond to challenging behaviors calmly to de-escalate situations and avoid power struggles.
- **Engage Families:** Communicate with families about behavior concerns, sharing strategies to promote consistency between home and school.

Prohibition on Corporal Punishment

The program maintains a strict prohibition on corporal punishment and any form of physical or emotional harm.

Prohibited Actions Include:

- Hitting, spanking, shaking, pinching, or other physical punishment.
- Yelling, shaming, belittling, or using threatening language.
- Denying food, water, or restroom access as a form of punishment.
- Isolating a child in a manner that is harmful or frightening.

Any staff member found violating this policy will face immediate disciplinary action, up to and including termination. This policy complies with all applicable laws and licensing requirements.

Biting Incidents

Biting is a common behavior in young children, particularly in infants and toddlers, as they develop communication and self-regulation skills. The program handles biting incidents with sensitivity and professionalism:

1. Immediate Response:

- Comfort the child who was bitten and provide first aid as needed.
- Calmly address the child who bit without anger or punishment. Use simple language to explain that biting is not acceptable (e.g., "Biting hurts. We use our words or ask for help.").

2. Documentation:

- Complete an incident report for both children involved, including factual details of the incident.
- Notify the families of both children on the same day. Maintain confidentiality by not disclosing the identity of the other child involved.

3. Prevention Strategies:

- Observe patterns or triggers (e.g., frustration, teething) and adjust the environment or interactions to reduce biting behaviors.
- Provide teething toys or other sensory tools for children who are teething. Use close supervision to intervene before a child bites.

4. Ongoing Support:

- If biting persists, collaborate with the child's family to implement strategies for addressing the behavior.
- Document incidents and progress to monitor improvement.

By handling biting incidents constructively, we support the developmental needs of all children while ensuring the safety and trust of families. This behavior guidance policy supports a positive and respectful environment where children can grow, learn, and thrive.

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Handling Exposure

If a staff member or child is exposed to blood or bodily fluids:

- Wash the affected area immediately with soap and water.
- Rinse mucous membranes (eyes, nose, or mouth) with clean water if exposed.
- Report the exposure to the director or supervisor.
- Seek medical evaluation if necessary, following public health guidelines for exposure to bloodborne pathogens.

Staff Training and Supplies

- Staff will receive annual training on universal blood precautions, including proper glove use, cleaning procedures, and exposure response.
- The center will maintain adequate supplies of gloves, disinfectants, disposable cleaning materials, and sealable bags in all classrooms and first aid kits.

Compliance

Adherence to this policy is mandatory. Failure to follow universal precautions may result in corrective action, as it impacts the health and safety of children and staff.

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Supervision and Evaluation Protocol for Early Childhood Center

Purpose

This protocol ensures that all staff members receive consistent supervision and evaluation to maintain high-quality care, foster professional development, and ensure compliance with the center's standards, policies, and regulatory requirements.

Supervision Protocol

1. General Expectations
 - All staff members will work under the guidance of the center's director, assistant director, or designated supervisor.
 - Supervisors will observe and support staff to ensure compliance with safety regulations, curriculum standards, and professional conduct.
2. Daily Supervision
 - Supervisors will:

- Conduct regular walkthroughs of classrooms and activity areas to ensure appropriate child-to-staff ratios and active supervision of children.
 - Monitor interactions between staff and children to ensure they are positive, developmentally appropriate, and aligned with the center's philosophy.
 - Provide on-the-spot feedback when necessary to address safety concerns or improve practices.
 - Ongoing Support
 - Supervisors will hold **weekly team meetings** to discuss:
 - Classroom management strategies.
 - Updates to policies and procedures.
 - Curriculum planning and implementation.
 - Supervisors will be available for **one-on-one check-ins** with staff as needed to address individual concerns or challenges.
3. Probationary Supervision
- New staff members will undergo a **90-day probationary period** during which:
 - Supervisors will provide close oversight and additional coaching.
 - Performance will be evaluated more frequently to ensure alignment with the center's standards.

Evaluation Protocol

1. Frequency of Evaluations
 - Formal Evaluations:
 - Conducted twice a year (mid-year and year-end) for all staff.
 - Additional evaluations may be scheduled for new employees or those requiring improvement.
 - Informal Evaluations:
 - Conducted through regular observations and ongoing feedback.
2. Components of Evaluation
 - Performance Areas:
 - Adherence to center policies and procedures (e.g., safety, child-to-staff ratios).
 - Quality of interactions with children, families, and colleagues.
 - Implementation of curriculum and lesson planning
 - Professional demeanor and teamwork.
 - Compliance:
 - Meeting state licensing requirements, including training and certifications (e.g., CPR, first aid).
 - Professional Development:
 - Engagement in training sessions, workshops, and continuing education opportunities.
3. Evaluation Process
 - Pre-Evaluation Preparation:
 - Staff will receive notification of their upcoming evaluation.

- Staff may be asked to complete a **self-assessment form** to reflect on their performance and set goals.
- Observation and Data Collection:
 - Supervisors will conduct scheduled and unscheduled classroom observations.
 - Supervisors will review documentation, including attendance logs, lesson plans, and incident reports.
- Formal Evaluation Meeting:
 - Supervisors will meet with staff to discuss:
 - Strengths and areas of growth.
 - Feedback from observations.
 - Progress toward previous goals.
 - Staff will have the opportunity to provide feedback and discuss challenges or needs.
 - Written Evaluation Report:
 - Supervisors will provide a written evaluation summarizing performance, goals, and recommended actions.
 - Both the staff member and supervisor will sign the report, with a copy stored in the employee's personnel file.

Performance Improvement Plans (PIPs)

If a staff member's performance does not meet expectations:

- A Performance Improvement Plan (PIP) will be developed, outlining:
 - Specific areas requiring improvement.
 - Measurable goals and timelines.
 - Resources and support available.
- Supervisors will conduct regular check-ins to monitor progress.
- Failure to meet the goals of a PIP may result in further disciplinary action, up to and including termination.

Confidentiality

- All evaluation records will remain confidential and stored securely in the employee's personnel file.
- Feedback shared during evaluations is for professional development and will not be disclosed outside of necessary administrative discussions.

Responsibilities

Supervisors

- Provide consistent supervision and constructive feedback.
- Ensure all staff are evaluated fairly and regularly.
- Support professional development through coaching and resources.

Staff Members

- Engage actively in the supervision and evaluation process. Implement feedback and work toward identified goals.
- Maintain professionalism and commitment to the program's mission.

This protocol fosters a supportive, reflective, and growth-oriented environment, ensuring high-quality care for children and ongoing professional development for staff.

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Employee Conduct and Disciplinary Action

The following policies outline expectations for employee conduct and the procedures for addressing performance or behavioral concerns at **[Your Program Name]**. These guidelines are intended to maintain a professional, safe, and productive work environment.

1. Staff Corrective Action

At **[Your Program Name]**, we believe in addressing performance and conduct issues with a progressive approach, when appropriate, to support employee improvement. The corrective action process includes:

- **Verbal Warning:** A discussion with the employee to address the concern and set expectations for improvement.
- **Written Warning:** Documentation of the issue and the expected corrective action. This warning will be placed in the employee's personnel file.
- **Final Written Warning/Probation:** If the issue persists, a final warning or probationary period may be implemented, outlining specific actions required for improvement.
- **Termination:** If no improvement occurs or if the behavior is severe, termination of employment may be necessary.

Note: Some violations may warrant immediate termination without prior warnings, depending on the severity of the incident.

2. Adverse Performance Action Steps

When performance does not meet expectations, the following steps will be taken to provide support and establish clear improvement goals:

- **Performance Evaluation Meeting:** The supervisor will meet with the employee to review concerns and provide examples of adverse performance.
- **Performance Improvement Plan (PIP):** A formal PIP may be issued, outlining: Specific areas requiring improvement.
 - Measurable performance goals.
 - A timeline for achieving improvements.
 - Support or resources provided by the center.

- **Follow-Up Reviews:** Regular check-ins will occur during the PIP timeline to monitor progress and provide feedback.

If significant improvement is not achieved within the designated timeframe, further disciplinary action, including termination, may follow.

3. **At-Will Employment and Termination**

Employment at **[Your Program Name]** is at-will, meaning that either the employee or the center may terminate the employment relationship at any time, with or without cause, and with or without notice.

- **Voluntary Termination:** Employees are encouraged to provide at least two weeks' written notice if they choose to resign.
- **Involuntary Termination:** The center may terminate employment for reasons including, but not limited to:
 - Violation of center policies or procedures.
 - Failure to meet performance standards.
 - Misconduct, including actions that jeopardize the safety or integrity of the center.
- All terminations will be conducted in compliance with applicable labor laws.

4. **Exit Interview**

Employees leaving **[Your Program Name]**, whether voluntarily or involuntarily, may be asked to participate in an exit interview. The purpose of this interview is to:

- Gain feedback about the employee's experience at the center.
- Identify areas for improvement in our workplace environment.
- Discuss final steps, including the return of property and outstanding obligations.

The feedback shared during the exit interview will be handled confidentially and used to enhance center operations.

5. **Return of Center Property**

Upon separation of employment, employees must return all property belonging to **[Your Program Name]**, including but not limited to:

- Keys, badges, and access cards.
- Center-issued uniforms or equipment.
- Technology, such as laptops, tablets, or phones.
- Files, documents, or materials related to the center's operations.

Failure to return center property in a timely manner may result in deductions from the final paycheck, if permitted by law, or other legal action.

Adherence to these policies ensures fairness and consistency in managing employee conduct and performance.

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Policy for Substitute Employees

Purpose

The program may bring in substitute staff to cover regular staff when absent from work. This policy outlines the qualifications, orientation process, and supervisory structure for substitute employees to ensure they provide consistent and high-quality care in the absence of regular staff.

Qualifications

Substitute employees must meet the following qualifications:

1. **Minimum Requirements:**
 - Be at least 18 years of age.
 - Hold a high school diploma or equivalent.
2. **Health and Safety:**
 - Pass a criminal background check and fingerprint clearance.
 - Complete required health screenings, including proof of immunizations.
 - Hold current CPR and First Aid certifications or obtain them within 30 days of hire.
3. **Experience and Skills:**
 - Have prior experience working with young children or in an early childhood setting.
 - Demonstrate strong communication and interpersonal skills.

Orientation to the Program

Substitute employees will participate in an orientation program to familiarize themselves with the program's policies, procedures, and expectations. The orientation will include:

1. **Review of Key Policies:**
 - Emergency procedures (e.g., fire drills, child illness).
 - Child supervision and safety protocols.
 - Behavior management guidelines.
2. **Introduction to the Facility:**
 - A tour of the center, including classrooms, restrooms, emergency exits, and first aid stations.
3. **Staff Responsibilities:**
 - An overview of daily schedules, classroom routines, and child-to-staff ratios.
 - Training on the use of sign-in/sign-out sheets and attendance logs.
4. **Reporting Structure**
 - Substitute employees will report directly to the **lead teacher** or other designated supervisor.

- Classroom-specific guidance will be provided by the lead teacher or regular staff member on duty.
- Any issues or concerns during a shift should be communicated to the director or supervisor immediately.

This policy ensures that substitute employees are qualified, well-prepared, and properly integrated into the center's operations to maintain a safe and nurturing environment for children.

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Job Announcement and Application/Selection Process

Job Announcement

The program posts job announcements for open positions to attract qualified and dedicated individuals committed to providing high-quality care and education for young children. Announcements include:

- Position title and responsibilities.
- Required qualifications, certifications, and experience.
- Work schedule, salary, and benefits (if applicable).
- Instructions for submitting applications, including deadlines.
- Information about the center's mission and values.

Job announcements are shared on the program's website, social media, local job boards, and professional networks.

Application Process

1. Submitting Applications:

- Interested candidates must submit a complete application package, including:
 - A resume or CV.
 - A cover letter outlining qualifications and interest in the position.
 - Copies of relevant certifications (e.g., CPR/First Aid).
 - References with current contact information.

2. Application Review:

- The director or hiring committee reviews applications to ensure candidates meet the minimum qualifications. Qualified candidates are selected for the next stage of the process.

Selection Process

1. Interview:

- Shortlisted candidates participate in a structured interview with the director or hiring committee.
- Questions focus on experience, skills, and alignment with the center's mission and values.

2. Observation/Trial Period:

- Candidates may be invited for a trial period or observation in a classroom setting to assess interactions with children, staff, and parents.

3. **Background Check and References:**

- Final candidates undergo a criminal background check and fingerprint clearance.
- References are contacted to verify work history and character.

4. **Offer of Employment:**

- Successful candidates receive a formal offer letter detailing the position, salary, and start date.
- Candidates must sign and return the offer letter to confirm acceptance.

This process ensures that all candidates are evaluated fairly and that the most qualified individuals are selected to join the program's team.

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Background Investigations, Fair Credit Reporting Act Compliance, and Record Retention

At our program, we are committed to maintaining a safe and trustworthy environment for the children and families we serve. To achieve this, all prospective employees are subject to background investigations as part of the hiring process.

Use of Background Investigation Results

Background investigation results are used solely to assess an individual's suitability for employment within our center. Decisions will be based on a careful evaluation of the information obtained in relation to the responsibilities of the position for which the individual has applied. A record of any adverse decision made based on background investigation results will include documentation of the rationale, ensuring compliance with applicable laws.

Compliance with the Fair Credit Reporting Act (FCRA)

If a background investigation involves the use of consumer reports as defined by the FCRA, the center will comply with all FCRA requirements, including:

1. **Disclosure and Authorization:** Applicants will receive clear and conspicuous written notice that a consumer report may be obtained, and their written authorization will be required before conducting the investigation.
2. **Adverse Action Notice:** If an adverse employment decision is based, in whole or in part, on the results of a consumer report, the applicant will receive:
 - A pre-adverse action notice, including a copy of the report and a summary of rights under the FCRA.
 - An opportunity to dispute the accuracy of the report.
 - A final adverse action notice if a decision is finalized.

Record Retention

All records related to background investigations, including authorizations, reports, and decision-making documentation, will be securely stored and retained in compliance with federal, state, and local record retention requirements. These records will be kept confidential and accessible only to authorized personnel.

Our center is committed to conducting all background investigations and employment decisions fairly, consistently, and in compliance with applicable laws. Questions regarding these procedures should be directed to the Center Director or Human Resources.

Handling Applicants with Criminal Convictions, Pending Criminal Charges, or Accelerated Rehabilitation

Our program is committed to complying with California state law, including the Fair Chance Act (Ban the Box) and other applicable regulations, when evaluating applicants with criminal histories. We strive to ensure a fair and equitable hiring process while maintaining the safety and well-being of the children, families, and staff in our care.

1. Fair Chance Act Compliance:

- The program does not inquire about criminal convictions, pending criminal charges, or participation in accelerated rehabilitation programs on initial job applications.
- Criminal background checks will only be conducted after a conditional offer of employment has been made.

2. Individualized Assessment:

- If a background check reveals a criminal conviction, pending charge, or history of accelerated rehabilitation, the center will conduct an individualized assessment to determine whether the information has a direct and adverse relationship to the specific job duties.
- Factors considered in the assessment include:
 - The nature and gravity of the offense.
 - The time that has passed since the offense or completion of the sentence.
 - The nature of the job sought.

3. Notification and Opportunity to Respond:

- If a decision is made to deny employment based on criminal history, the applicant will be notified in writing. The notification will include:
 - A copy of the criminal history report.
 - An explanation of the decision and the center's reasoning.
 - An opportunity for the applicant to respond, including disputing the accuracy of the report or providing evidence of rehabilitation or mitigating circumstances.
 - Applicants will have at least five (5) business days to respond before a final decision is made.

4. Records Subject to California Law Protections:

- In compliance with California law, the program will not consider:

- Arrests that did not result in a conviction.
- Dismissed, expunged, or sealed convictions.
- Participation in pretrial or post-conviction diversion programs, including accelerated rehabilitation.

5. Confidentiality:

- Information related to an applicant's criminal history will be kept confidential and will only be accessed by individuals directly involved in the hiring process.

The program is committed to a hiring process that balances fairness, legal compliance, and the safety of all stakeholders. Applicants are encouraged to address any concerns or questions about this process to the Program Director or Human Resources.

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Chapter 11: Employment Categories and Descriptions

Employment Categories and Position Descriptions



Figure 24 [At Logan Campbell Kindergarten, the teacher leads a music lesson](#) by Mr. Reithmaier is licensed CC BY 2.0

The following employment categories and position descriptions are included in this section:

- Lead Teacher
- Assistant Teacher
- Classroom Aide

In California, childcare programs often use general titles like "Master Teacher (Lead)," "Teacher," and "Assistant Teacher." While these titles indicate different levels of responsibility within a center, **the actual qualification for these positions in licensed facilities is primarily dictated by the California Child Development Permit system.** The following list of positions are general examples of position and duties.

General Titles vs. Official Permits:

- Childcare centers frequently use terms like "Master Teacher," "Lead Teacher," "Teacher," and "Assistant Teacher" to define roles and hierarchy within their specific program.
- However, to legally work in a licensed childcare facility in California, staff members in these instructional roles are **required to hold a valid Child Development Permit** issued by the California Commission on Teacher Credentialing (CTC).

The California Child Development Permit System:

- This is the official credentialing system that verifies an individual's education and experience in early childhood education.
- There are multiple levels of Child Development Permits, each with specific educational (Early Childhood Education/Child Development units, general education) and experience requirements. These permits directly correlate to the responsibilities an individual can assume within a licensed childcare program.

Common Permit Levels relevant to teaching roles include:

- **Child Development Assistant Permit:** Typically the entry-level permit, allowing an individual to assist in the care and instruction of children under supervision.
- **Child Development Associate Teacher Permit:** Authorizes an individual to provide care, development, and instruction to children and supervise Assistant Permit holders and aides. Requires more units and some experience.
- **Child Development Teacher Permit:** Authorizes an individual to provide full instructional services and supervise Associate Teachers, Assistants, and aides. Requires even more units (including core ECE areas and general education) and significant experience or a relevant degree.
- **Child Development Master Teacher Permit:** This permit authorizes the holder to provide services, supervise lower-level permit holders (Teacher, Associate Teacher, Assistant), and coordinate curriculum and staff development. It requires the highest level of education and experience among the direct teaching roles, often including specialization units and adult supervision coursework.

Community Care Licensing (CCL): While the [CTC issues the permits](#), Community Care Licensing (a division of the California Department of Social Services) is responsible for licensing and regulating childcare facilities. You can review a [quick chart \(Permit Matrix\) for summary](#) of information.

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Lead Teacher

Job Description: Lead Teacher

Position Title: Lead Teacher

Reports To: Program Director

Position Summary

The Lead Teacher is responsible for planning, implementing, and supervising a developmentally appropriate educational program for children in their care. This role requires ensuring a safe, nurturing, and stimulating environment that fosters the physical, emotional, social, and cognitive growth of children, in alignment with the program's philosophy and policies.

Scope and Responsibilities Classroom Management

- Create and maintain a safe, clean, and engaging classroom environment.
- Supervise and guide assistant teachers and volunteers in the classroom.
- Establish and enforce routines and behavior management strategies that promote positive social interactions.

Curriculum Development

- Develop and implement lesson plans that align with the center's curriculum and meet the needs of children's developmental stages.
- Integrate creative, hands-on activities that promote growth in key learning domains (social-emotional, physical, cognitive, and language).
- Observe and assess children's progress and adjust teaching strategies accordingly.

Child Safety and Welfare

- Supervise children at all times, ensuring their safety and well-being.
- Follow all safety procedures and respond appropriately to emergencies.
- Administer first aid and CPR as needed and ensure compliance with health and safety regulations.

Parent Communication

- Build positive relationships with families through regular communication about their child's progress and center events.
- Conduct parent-teacher conferences and provide feedback regarding children's growth and development.

Administrative Duties

- Maintain accurate records, including attendance, incident reports, and developmental assessments.
- Participate in staff meetings, training sessions, and professional development activities.
- Ensure compliance with licensing and accreditation standards.

Knowledge, Skills, and Abilities (KSAs)

Knowledge

- Strong understanding of child development and early childhood education principles.
- Knowledge of state licensing and accreditation requirements for early childhood programs.
- Familiarity with age-appropriate curriculum development and assessment tools.

Skills

- Strong classroom management and organizational skills.

- Effective communication and interpersonal skills with children, parents, and colleagues.
- Ability to plan, implement, and evaluate engaging educational activities.

Abilities

- Demonstrate patience, compassion, and enthusiasm for working with young children.
- Adapt to the needs of individual children and adjust teaching strategies accordingly.
- Work collaboratively with a team to ensure the success of the classroom and center.

Professional Qualifications

- Minimum of an **Associate's Degree in Early Childhood Education** or related field (Bachelor's preferred).
- At least **two years of experience** in an early childhood education setting.
- Current certification in First Aid and CPR.
- Satisfactory criminal records check and fingerprint clearance.
- Completion of required health screenings and proof of immunizations.
- Ongoing commitment to professional development and training.

Working Conditions

Environment:

- Work is performed in a classroom and outdoor setting with frequent interaction with children, parents, and staff.
- Exposure to cleaning materials and potential minor illnesses common in young children.

Physical Requirements:

- Must be able to lift up to 50 pounds, bend, stoop, sit on the floor, and stand for extended periods.
- Ability to respond quickly to children's needs in emergency situations.

Hours:

- Full-time position with standard operating hours, including occasional evenings or weekends for training or events.

Additional Expectations

The Lead Teacher will serve as a role model for children and staff, demonstrating professionalism, dedication, and a commitment to fostering a positive learning environment. This position requires a proactive approach to problem-solving, effective teamwork, and a passion for early childhood education.

This job description provides a clear understanding of the Lead Teacher's role and responsibilities while ensuring compliance with licensing and safety standards.

Assistant Teacher

Job Description: Assistant Teacher

Position Title: Assistant Teacher

Reports To: Lead Teacher and Center Director

Position Summary

The Assistant Teacher supports the Lead Teacher in planning and implementing a developmentally appropriate educational program for children. This role involves assisting with classroom activities, maintaining a safe and engaging environment, and fostering positive relationships with children, families, and staff.

Scope and Responsibilities

- **Classroom Support**
 - Assist the Lead Teacher in implementing daily lesson plans and activities that promote learning and development.
 - Support children during group and individual activities, ensuring active engagement and participation.
 - Help maintain an organized, clean, and safe classroom environment.
- **Child Supervision and Safety**
 - Supervise children at all times, ensuring their safety and well-being during indoor and outdoor activities.
 - Follow all health and safety procedures, including proper sanitation and emergency protocols.
 - Assist with meals, snacks, toileting, and other basic care routines in accordance with licensing requirements.
- **Behavioral Support**
 - Encourage positive behavior and assist in managing challenging behaviors under the guidance of the Lead Teacher.
 - Model appropriate social interactions and communication for children.
- **Parent Communication**
 - Assist in providing parents/guardians with updates about their child's day, when appropriate, under the direction of the Lead Teacher.
- **Team Collaboration**
 - Work collaboratively with the Lead Teacher and other staff to create a positive and inclusive classroom environment.
 - Attend staff meetings, training sessions, and professional development opportunities.

Knowledge, Skills, and Abilities (KSAs)

Knowledge

- Basic understanding of child development and early childhood education principles.
- Familiarity with health and safety practices in early childhood settings.

Skills

- Effective communication and interpersonal skills with children, families, and colleagues.
- Ability to assist in planning and implementing age-appropriate activities.
- Strong organizational and time-management skills.

Abilities

- Demonstrate patience, empathy, and enthusiasm for working with young children.
- Follow directions and implement feedback from the Lead Teacher and supervisors.
- Adapt to the individual needs of children and classroom dynamics.

Professional Qualifications

- **High School Diploma or equivalent** (Associate's Degree in Early Childhood Education preferred).
- At least **6 months of experience** working with young children in a group setting.
- **Current certification in First Aid and CPR** or willingness to obtain within 30 days of hire.
- Satisfactory criminal records check and fingerprint clearance.
- Completion of required health screenings and proof of immunizations.
- Willingness to participate in ongoing professional development and training.

Working Conditions

- **Environment:**
 - Work is performed in a classroom and outdoor setting with frequent interaction with children, parents, and staff.
 - Exposure to cleaning materials and potential minor illnesses common in young children.
- **Physical Requirements:**
 - Must be able to lift up to 50 pounds, bend, stoop, sit on the floor, and stand for extended periods.
 - Ability to respond quickly to children's needs in emergency situations.
- **Hours:**
 - Full-time or part-time position with hours aligned to the center's operating schedule, including occasional evenings or weekends for training or events.

Additional Expectations

The Assistant Teacher plays a vital role in supporting the success of the classroom and the center. This position requires a team-oriented mindset, a proactive approach to assisting children and staff, and a commitment to fostering a safe, nurturing, and stimulating environment for all children.

This job description defines the role and responsibilities of the Assistant Teacher, ensuring clear expectations for supporting the Lead Teacher and maintaining compliance with regulatory standards.

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Classroom Aide

Job Description: Classroom Aide

Position Title: Classroom Aide

Reports To: Lead Teacher and Program Director

Position Summary

The Classroom Aide provides essential support to the teaching staff by assisting with daily operations, classroom preparation, and the care of children. This role focuses on maintaining a safe, clean, and engaging environment while fostering positive interactions with children and staff.

Scope and Responsibilities

Classroom Assistance

- Support the Lead Teacher and Assistant Teacher in implementing daily routines and activities.
- Assist with setting up and cleaning up materials for lessons, snacks, and playtime.
- Help prepare and maintain the classroom environment, ensuring it is organized and ready for learning.

Child Supervision and Safety

- Supervise children during activities, transitions, and outdoor play to ensure safety and well-being.
- Monitor and assist with basic care routines, including handwashing, toileting, and meals.
- Follow all health and safety protocols, including emergency procedures.

Behavioral Support

- Support children in following classroom rules and routines.
- Reinforce positive behavior and help redirect challenging behaviors as guided by the teaching staff.

Team Collaboration

- Work collaboratively with the teaching team to ensure a smooth and supportive classroom environment.
- Attend staff meetings and training sessions as required.

Other Duties

- Perform light cleaning tasks, such as sanitizing toys and surfaces, as needed.
- Assist with record-keeping tasks like attendance or activity logs, under the direction of the teaching staff.

Knowledge, Skills, and Abilities (KSAs)

Knowledge

- Basic understanding of child safety and supervision practices.
- Awareness of health and hygiene standards in an early childhood setting.

Skills

- Strong organizational and multitasking abilities.
- Effective communication and ability to work as part of a team. Basic problem-solving skills to address immediate classroom needs.

Abilities

- Demonstrate patience, flexibility, and a positive attitude when working with young children.
- Follow directions and implement feedback from teachers and supervisors.
- Respond quickly to children's needs and maintain focus in a dynamic environment.

Professional Qualifications

- High School Diploma or equivalent required.
- Experience in child care or an early childhood setting preferred but not required.
- Current certification in First Aid and CPR or willingness to obtain within 30 days of hire.
- Satisfactory criminal records check and fingerprint clearance.
- Completion of required health screenings and proof of immunizations.
- Willingness to participate in training and professional development opportunities.

Working Conditions

- **Environment:**
 - Work is performed in a classroom and outdoor setting with frequent interaction with children, parents, and staff.
 - Exposure to cleaning materials and potential minor illnesses common in young children.
- **Physical Requirements:**
 - Must be able to lift up to 50 pounds, bend, stoop, sit on the floor, and stand for extended periods.
 - Ability to respond quickly to children's needs in emergency situations.
- **Hours:**
 - Part-time or full-time position with hours aligned to the center's operating schedule.

Additional Expectations

The Classroom Aide supports the teaching team by ensuring that daily operations run smoothly and efficiently. This position requires a willingness to learn, a collaborative approach, and a commitment to maintaining a safe and welcoming environment for children.

This job description outlines the role and responsibilities of the Classroom Aide, ensuring a supportive and team-oriented contribution to the early childhood program.

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Concluding Your Employment with the Center

At our program, we aim to ensure a smooth transition when an employee concludes their employment with us. To finalize your employment, the following steps must be completed:

Checklist for Concluding Employment

- 1. Notice of Resignation:**
 - Provide written notice of resignation at least ____weeks in advance, as outlined in the Employee Handbook.
- 2. Exit Interview:**
 - Participate in an exit interview with the Program Director or designated supervisor to share feedback about your experience and discuss the transition process.
- 3. Return of Center Property:**
 - Return all program property, including but not limited to:
 - Keys or access cards.
 - Uniforms (if applicable).
 - Equipment or supplies (e.g., laptops, tablets, classroom materials).
 - Center documents, files, or manuals.
- 4. Final Timesheet Submission:**
 - Submit your final timesheet for approval to ensure accurate processing of your last paycheck.
- 5. Benefits and Final Pay:**
 - Discuss the status of any benefits and the timing of your final paycheck during your exit interview.
- 6. Personal Belongings:**
 - Remove all personal belongings from the program premises by your last day of work.

Thank you for your contributions to our program. If you have any questions about the off-boarding process, please contact the Program Director or Human Resources. We wish you success in your future endeavors!

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Chapter 12: Management

Management forms are critical for ensuring the program operates smoothly and efficiently. Examples include incident reports, invoice form, tuition letter and emergency drills. These tools help directors and supervisors stay organized, allocate resources effectively, and address challenges promptly.

- Business Models
- Direct Deposit Authorization
- Delinquent Tuition Letter
- Emergency Drills
- Incident Report Form
- Invoice Form
- Grant Readiness Assessment

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Business Models

A startup is a temporary organization in search of a scalable, repeatable, profitable business model. – Blank and Dorf (2012, p. xvii)

Today countless innovative business models are emerging. Entirely new industries are forming as old ones crumble. Upstarts are challenging the old guard, some of whom are struggling feverishly to reinvent themselves.

How do you image your organization's business model might look two, five, or ten years from now? Will you be among the dominant players? Will you face competitors brandishing formidable new business models? – Osterwalder, Pigneur, and Clark (2010, p. 4)

Learning Objectives

After completing this chapter, you will be able to:

- Describe what a business model is
- Analyze existing and proposed businesses to determine what business models they are applying and what business models they plan to apply
- Develop and analyze alternative business models for new entrepreneurial ventures

Overview

In this chapter, the concept of the business model is introduced. One concept of the business model in particular, the Business Model Canvas, is explored as a way to conceptualize and categorize elements of a business model.

What are Business Models?

Magretta (2002) described business models as “stories that explain how enterprises work” (p. 87) and Osterwalder, et al. (2010) said that they describe “the rationale of how an organization creates, delivers, and captures value” (p. 14). Chatterjee (2013) said that “A business is about selling what you make for a profit. A business model is a configuration (activity systems) of what the business does (activities) and what it invests in (resources) based on the logic that drives the profits for a specific business” (p. 97).

The Business Model Canvas

The Business Model Canvas tool is based on the premise that a start-up is quite different than an ongoing venture. A start-up should not be viewed as a smaller version of a company because starting a company requires very different skills from operating one. A start-up that is still a start-up after some time—maybe after a couple of years for some kinds of start-ups—is actually a failed enterprise since it hasn’t converted into an ongoing venture (Osterwalder et al., 2010).

The business model canvas is made up of nine parts that, together, describe the business model.

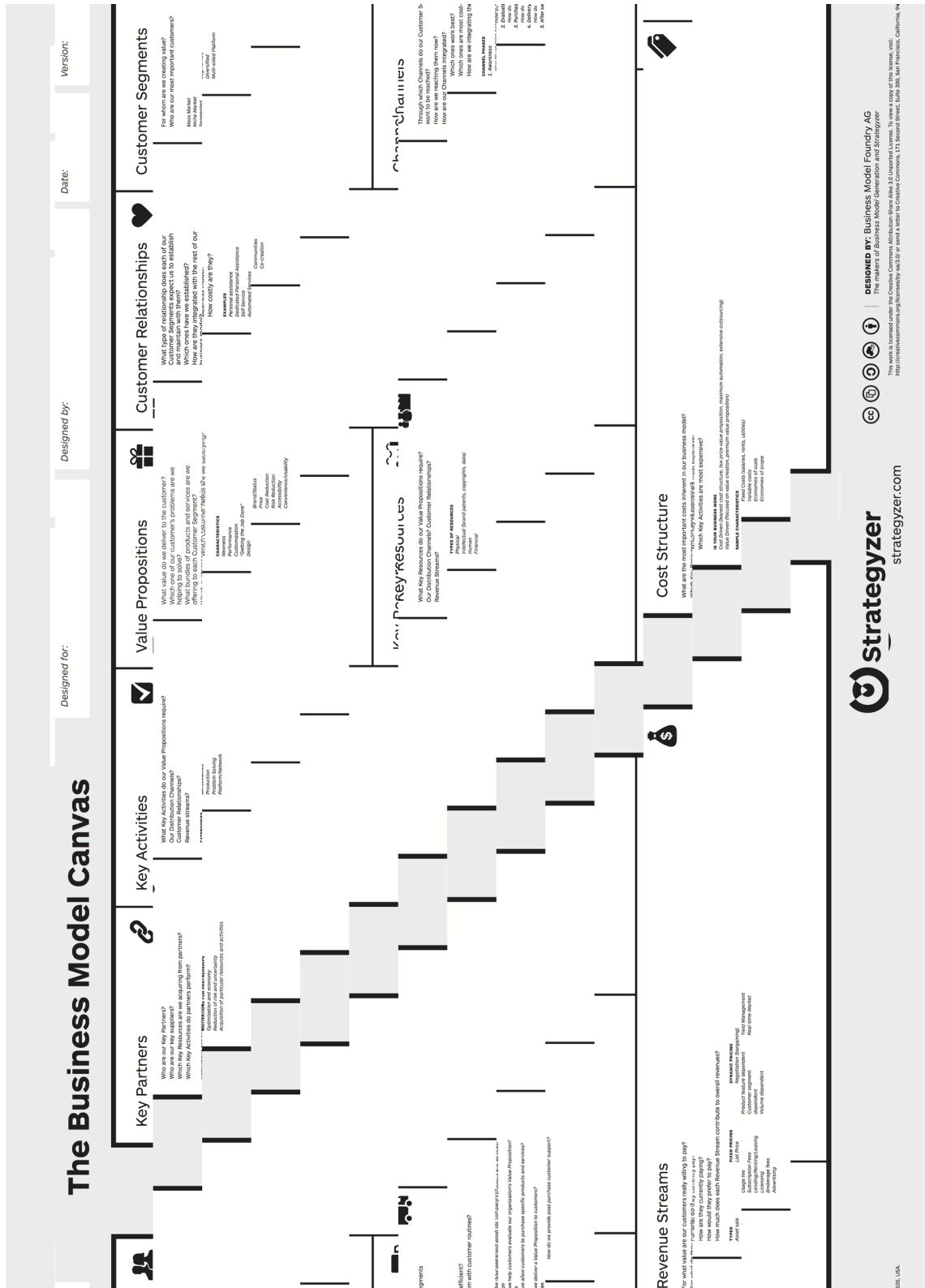


Figure 25 Business Model Canvas from <http://www.businessmodelgeneration.com> (Designed by: Strategyzer AG, strategyzer.com, Creative Commons Attribution- Share Alike 3.0 Unported License)

The following elements of the Business Model Canvas were taken, with permission, from <http://www.businessmodelgeneration.com>.

- Key partners
 - Who are our key partners?
 - Who are our key suppliers?
 - Which key resources are we acquiring from partners? Which key activities do partners perform?
 - Motivations for partnerships: optimization and economy; reduction of risk and uncertainty; acquisition of particular resources and activities
- Key activities
 - What key activities do our value propositions require?
 - Our distribution channels?
 - Customer relationships?
 - Revenue streams?
 - Categories: production; problem-solving; platform/network
- Key resources
 - What key resources do our value propositions require?
 - Our distribution channels?
 - Customer relationships?
 - Revenue streams?
 - Types of resources: physical; intellectual (brand patents, copyrights, data); human; financial
- Value propositions
 - What value do we deliver to the customer?
 - Which one of our customer's problems are we helping to solve?
 - What bundles of products and services are we offering to each customer segment?
 - Which customer needs are we satisfying?
 - Characteristics: newness; performance; customization; "getting the job done"; design; brand/status; price; cost reduction; risk reduction; accessibility; convenience/usability
- Customer relationships
 - What type of relationship does each of our customer segments expect us to establish and maintain with them?
 - Which ones have we established?
 - How are they integrated with the rest of our business model?
 - How costly are they?
 - Examples: personal assistance; dedicated personal assistance; self-service; automated services; communities; co-creation
- Customer segments
 - For whom are we creating value?
 - Who are our most important customers?
 - Mass market; niche market; segmented; diversified; multi-sided platform.

- Channels
 - Through which channels do our customer segments want to be reached?
 - How are we reaching them now?
 - How are our channels integrated?
 - Which ones work best?
 - Which ones are most cost-efficient?
 - How are we integrating them with customer routines?
 - Channel phases:
 - Awareness – How do we raise awareness about our company’s products and services?
 - Evaluation – How do we help customers evaluate our organization’s value proposition?
 - Purchase – How do we allow customers to purchase specific products and services?
 - Delivery – How do we deliver a value proposition to customers?
 - After sales – How do we provide post-purchase customer support?
- Revenue streams
 - For what value are our customers really willing to pay?
 - For what do they currently pay?
 - How are they currently paying?
 - How would they prefer to pay?
 - How much does each revenue stream contribute to overall revenues?
 - Types: asset sale; usage fee; subscription fees; lending/renting/leasing; licensing; brokerage fees; advertising
 - Fixed pricing: list price; product feature dependent; customer segment dependent; volume dependent
 - Dynamic pricing: negotiation (bargaining); yield management; real-time-market
- Cost structure
 - What are the most important costs inherent in our business model?
 - Which key resources are most expensive?
 - Which key activities are most expensive?
 - Is your business more: cost driven (leanest cost structure, low price value proposition, maximum automation, extensive outsourcing); value driven (focused on value creation, premium value proposition).
 - Sample characteristics: fixed costs (salaries, rents, utilities); variable costs; economies of scale; economies of scope

The idea is to keep adding descriptions or plans to the nine components to create the initial business model and then to do the start-up activities and replace the initial assumptions in each of the nine parts with newer and better information or plans to let the business model evolve. This model is partly based on the idea that the owner should be the one interacting with potential customers so he or she fully understands what these potential customers want. These interactions should not only be done by hired salespeople, at least until the business model has evolved into one that works, which can only happen when the venture owner is completely engaged with the potential customers and the other business

operations (Osterwalder et al., 2010). A business plan shouldn't be created until the above has been done because you need to know what your business model is before you can really create a business plan (Osterwalder et al., 2010). This seems to imply that the Business Model Canvas is best suited to technology-based and other types of companies that can be basically started and operated in some way that can later be converted into an ongoing venture. By starting operations and adjusting as you go, you are actually doing a form of market research that can be compiled into a full business plan when one is needed.

According to Osterwalder, et al. (2010), the things we typically teach people in business school are geared to helping people survive in larger, ongoing businesses. What is taught—including organizational structures, reporting lines, managing sales teams, advertising, and similar topics—is not designed to help students understand how a start-up works and how to deal with the volatile nature of new ventures. The Business Model Canvas idea is meant to help us understand start-ups.

The Business Model Canvas tool is intended to be applied when business operations can be started on a small scale and adjustments can continually be made until the evolving business model ends up working in real life. This contrasts with the more traditional approach of pre-planning everything and then going through the set-up and start-up processes and ending up with a business venture that opens for business one day without having proven at all that the business model it is founded upon will even work. These traditional start-ups sometimes flounder along as the owners find that their plans are not quite working out and they try to adjust on the fly. It can be difficult to make adjustments at this time because the processes are already set up. For example, sales teams might be in the field trying to make sales and blaming the product developers for the difficulty they are having, and the product developers might be blaming the sales teams for not being able to sell the product properly. The real issue might be that the company simply isn't meeting customers' needs, and they don't have any good mechanism for detecting and understanding and fixing this problem.

Lean Start-up

Consistent with the Business Model Canvas approach, Ries (2011) advanced the idea of the lean start-up. His definition of a startup is “a human institution designed to create a new product or service under conditions of extreme uncertainty” (p. 27), and the lean start-up approach involves releasing a *minimal viable product* to customers with the expectation that this early prototype will change and evolve frequently and quickly in response to customer feedback. This is meant to be a relatively easy and inexpensive way to develop a product or service by relying on customer feedback to guide the pivots in new directions that will ultimately—and relatively quickly—lead to a product or service that will have the appeal required for business success. It is only then that the actual business can truly emerge.

Ries's (2011) five lean start-up principles start with the idea that entrepreneurs are everywhere and that anyone working in an environment where they seek to create new products or services “under conditions of extreme uncertainty” (27) can use the lean start-up approach. Second, a start-up is more than the product or service; it is an institution that must be managed in a new way that promotes growth through innovation. Third, startups are about learning “how to build a sustainable business” (p. 8-9) by validating

product or service design through frequent prototyping that allows entrepreneurs to test the concepts. Forth, startups must follow this process or feedback loop: create products and services; measure how the market reacts to them; and learn from that reaction to determine whether to pivot or to persevere with an outcome the market accepts. Finally, Ries (2011) suggested that entrepreneurial outcomes and innovation initiatives need to be measured through innovative accounting.

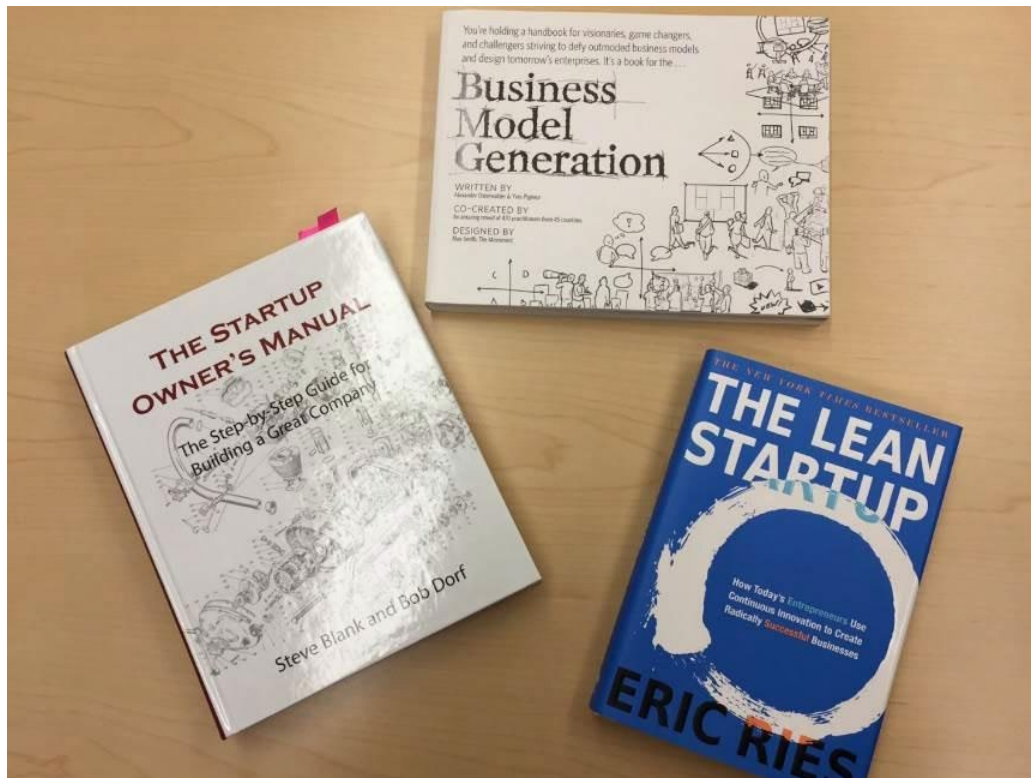


Figure 26 “[Business Model and Lean Start-up Books](#)” by Lee A. Swanson is licensed CC BY-SA

Growth Wheel

According to its website, [GrowthWheel®](http://www.growthwheel.com/) (<http://www.growthwheel.com/>) is a decision-making tool for start-up and growth companies to help business advisers and entrepreneurs focus, set agendas, make decisions, and take action (GrowthWheel, 2015). It is effectively a more complex and detailed tool than the Business Model Canvas for describing a business model. A web search will yield a variety of tools, like the Business Model Canvas and the GrowthWheel®, that can be used to describe business models.

Franchises as Business Models

Franchises are basically business models developed by others (franchisors) that have been proven to work in multiple contexts and that are sold to entrepreneurs (franchisees) who will implement the business model in contexts that the franchisor believes will result in a successful enterprise. Franchises apply various business models. Some are *turnkey franchises*, like McDonald’s, where the entire business structure is set up from the design of the stores to the supply system, and the franchisor sets up virtually

everything for the new franchisee. Other franchise models, like that defining Tap ‘N’ Pay Canada (www.tapnpay.ca/)—a business that provides debit and credit card machines and point of sale equipment—advertise relatively low fees charged to franchisees and quick set-ups in as little as two weeks (<http://www.betheboss.ca/franchises/tap-n-pay>).

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Delinquent Tuition Letter

Sample Letter

[Early Childhood Program Name]

[Address]

[City, State, ZIP] [Date]

[Parent(s) or Guardian(s) Name(s)]

[Address]

[City, State, ZIP]

Dear **[Parent(s) or Guardian(s) Name(s)]**,

I hope this letter finds you and your family well. We are writing to inform you that, according to our records, your account with [Preschool Name] has an outstanding balance of **[Amount Due]**, which was due on **[Due Date]**. As of today, this payment is past due by **[Number of Days]** days.

We understand that sometimes circumstances arise that can cause delays in payments. However, we kindly ask that you make arrangements to settle this balance as soon as possible to avoid any disruption to your child's participation in our preschool programs.

Please remit the full payment by **[New Due Date]**. Payment can be made by [accepted payment methods, e.g., credit card, check, online portal, etc.]. If you are experiencing financial difficulties or require a payment plan, we encourage you to contact our office immediately to discuss alternative arrangements.

We value your family's presence at [Preschool Name] and hope to resolve this matter promptly. Should you have any questions or concerns regarding your balance or the payment process, please do not hesitate to reach out to us at **[Contact Information]**.

Thank you for your prompt attention to this matter. We look forward to your response and continued partnership in your child's early education.

Sincerely,

[Your Name] [Your Title]

[Early Childhood Program Name] [Phone Number]

[Email Address]

Feel free to adjust the details to fit your specific needs!

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Emergency Drills

[Early Childhood Program Name]

School Year:

Location: [Address]

Prepared by: [Name of person completing the form]

Drill Information

Drill Type:

- ☐ Fire Drill
- ☐ Earthquake Drill
- ☐ Lockdown Drill
- ☐ Tornado Drill
- ☐ Evacuation Drill
- ☐ Other (specify):

Date of Drill:

Time of Drill:

Duration (in minutes): [Total time to complete the drill]

Weather Conditions: [Sunny, Rainy, Snowy, etc.]

Number of Students Involved:

Number of Staff Involved:

Drill Objectives

Objective of the Drill: [State the goal, e.g., evacuation within 3 minutes, efficient lockdown, etc.]

Areas Practiced During Drill:

- ☐ Evacuation routes
- ☐ Designated meeting points

- ☐ Communication with emergency responders
- ☐ Roll call procedures
- ☐ Emergency supplies and equipment
- ☐ Other: [Specify additional areas practiced]

Observations During Drill

TABLE 26 NOTES ON DRILL

Area	Comments/Observations
Response Time	[Was the response time within expected limits?]
Student/Staff Behavior	[Did everyone follow instructions?]
Communication Efficiency	[Were communication tools effective?]
Evacuation Routes Used (if applicable)	[Any blockages or issues with evacuation routes?]
Meeting Points	[Were students/staff gathered at designated points?]
Special Needs Accommodations	[Were students with special needs assisted?]
Emergency Equipment Utilized	[Any issues with alarms, exits, etc.?]

Issues Identified

Were any issues or delays encountered during the drill?

- ☐ Yes
- ☐ No

If yes, describe the issues: [Brief description of any problems during the drill, such as confusion, blocked exits, communication failures, etc.]

Corrective Actions Needed

What corrective actions are required to improve performance?

[List specific actions that need to be taken to correct any issues identified during the drill. Example: Update evacuation map, retrain staff, repair emergency equipment, etc.]

Responsible Staff Member for Follow-Up: [Name or role of the person responsible for implementing corrective actions]

Deadline for Completing Corrective Actions:

Drill Completion Certification

Drill conducted by: [Name and title of person supervising the drill]

Drill reviewed by: [Name and title of the person reviewing the drill]

Date of review: Additional Notes (Optional)

[Space for any additional comments or observations]

Record of Emergency Drills

TABLE 27 RECORD OF PREVIOUS DRILLS

Drill Type	Date	Time	Duration	Outcome (Success/Issues)	Comments
Fire Drill	[MM/DD]	[HH:MM]	[Min]	Success/Issues	[Comments]
Lockdown Drill	[MM/DD]	[HH:MM]	[Min]	Success/Issues	[Comments]
Tornado Drill	[MM/DD]	[HH:MM]	[Min]	Success/Issues	[Comments]
Earthquake Drill	[MM/DD]	[HH:MM]	[Min]	Success/Issues	[Comments]
Evacuation Drill	[MM/DD]	[HH:MM]	[Min]	Success/Issues	[Comments]

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Incident Report Form

[Early Childhood Program Name]

Date of Incident:

Time of Incident: [HH:MM AM/PM]

Location of Incident: [Specify the location (e.g., classroom, playground)]

Information

Child's Name: [First and Last Name]

Age/Grade:

Parent/Guardian Name(s): [First and Last Name(s)]

Teacher/Caregiver Name:

Incident Details

Type of Incident:

- ☐ Injury
- ☐ Illness
- ☐ Behavioral Issue
- ☐ Other (Please specify):

Description of the Incident:

[Provide a brief and clear description of what happened, including any relevant context or preceding events.]

Witnesses (if any):

Name:

Name:

Name:

Nature of Injury (if applicable)

Body Part Affected (if applicable):

- ☐ Head
- ☐ Arm
- ☐ Leg
- ☐ Hand
- ☐ Other (Please specify):

Severity of Injury:

- ☐ Minor (e.g., bruise, small cut)
- ☐ Moderate (e.g., sprain, larger cut)
- ☐ Severe (e.g., fracture, concussion)

Was First Aid Administered?

- ☐ Yes
- ☐ No

If Yes, what treatment was given?

[Specify the type of treatment provided (e.g., ice pack, bandage, rest)]

Person Who Administered First Aid:

Immediate Actions Taken

Steps Taken During the Incident:

[Describe what was done immediately after the incident, including actions by staff members or others involved.]

Was Medical Attention Required?

- ☐ Yes
- ☐ No

If Yes, was the parent/guardian notified?**

☐ Yes

☐ No

Time of Notification:

Parent/Guardian Notification

Parent/Guardian Contacted:

☐ In-Person

☐ Phone

Name of Person Who Contacted Parent/Guardian: [Name]

Time of Contact: [HH:MM AM/PM]

Was the Parent/Guardian Informed About Further Action?

☐ Yes

☐ No

Additional Notes on Parent/Guardian Communication:

[Any additional details about the communication]

Follow-Up Required

Is Follow-Up Required?

☐ Yes

☐ No

If Yes, describe the necessary steps:

[Specify the follow-up actions required (e.g., additional monitoring, medical check-up)]

Staff Signature

Name of Staff Completing Report: [Name]

Signature: [Signature]

Date:

Administrative Review (Optional)

Reviewed by: [Administrator's Name]

Title: [Title]

Date of Review:

Comments/Recommendations:

[Space for any additional comments or recommendations from the administrator]

Comments/Recommendations:

[Space for any additional comments or recommendations from the administrator]

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Invoice Form

[Early Childhood Program Name]

[Address]

[City, State, ZIP]

[Phone Number]

[Email Address]

Invoice Date:

Invoice Number:

Due Date:

Parent(s) or Guardian(s) Name(s): [Parent Name(s)]

Student Name: [Child's Name]

Invoice Summary for [Month/Year]

TABLE 28 SUMMARY OF CHARGES FOR ACCOUNT

Description	Amount
Tuition (Full-Time/Part-Time)	[\$Amount]
Extended Care (Before/After School)	[\$Amount]
Field Trip Fee**	[\$Amount]
Materials & Supplies Fee	[\$Amount]
Meal Plan	[\$Amount]
Late Pick-Up Fee	[\$Amount]
Other (e.g., Special Classes)	[\$Amount]
Subtotal	[\$Amount]
Discount (e.g., Sibling Discount)	-\$[Amount]
Total Amount Due	[\$Total Amount]

Payment Information

Please make your payment by **[Due Date]**. You can remit your payment via the following methods:

- **Check:** Payable to [Early Childhood Program Name]
- **Online Payment:** Visit [Payment Website]
- **Credit Card:** Call [Phone Number] to process payments over the phone.

If you have any questions about this invoice or your account, please do not hesitate to contact our office at **[Phone Number]** or via email at **[Email Address]**.

Thank you for your prompt attention to this matter. We appreciate your continued trust in [Preschool Name] for your child's early education.

Sincerely,

[Your Name] [Your Title]

[Early Childhood Program Name]

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Grant Readiness Assessment

Grant Readiness Evaluation Forms

Preparing a grant proposal can feel like a monumental task, but breaking it down into clear, actionable steps can make the process much more manageable and rewarding. These evaluation forms are designed to help you and your team assess the readiness of your proposal by focusing on each critical component. Each section corresponds to a key criterion that funders typically prioritize, such as aligning with guidelines, presenting a compelling narrative, and ensuring the budget is detailed and realistic. By systematically addressing each of these areas, you can boost your confidence and the strength of your proposal.

As you work through these forms, remember that this is a collaborative process. Engaging a partner or colleague to provide feedback can offer fresh perspectives and help catch any oversights. Each section includes a checklist, a space for evidence, and a rating scale to guide you toward a clear understanding of where your proposal shines and where it might need improvement. Don't be discouraged if some areas need more work—every revision makes your proposal stronger!

Ultimately, these forms are more than just a checklist; they are a roadmap to help you craft a proposal that effectively communicates the value of your daycare center and the impact of your programs. Trust in your mission, celebrate the progress you've made, and know that with each step, you're getting closer to securing the funding that will help your community thrive. You've got this!

Alignment with Grant Guidelines

Checklist:

- ☐ The early childhood program meets eligibility requirements (nonprofit status, location, focus area).
- ☐ The proposal adheres to formatting, word/page limits, and submission guidelines.
- ☐ The goals align with the funder's priorities.

Evidence:

Document eligibility proof and alignment with guidelines.

Comments:

Rating (1-5):

- 1 - Not Aligned
- 2 - Slightly Aligned
- 3 - Somewhat Aligned
- 4 - Mostly Aligned
- 5 - Perfectly Aligned

Clear and Compelling Narrative

Checklist:

- ☐ The needs statement is clearly defined and supported with data.
- ☐ The solution is clear and addresses the identified need.
- ☐ The impact is measurable and well-articulated.

Evidence:

Attach needs statement and solution sections.

Comments:

Rating (1-5):

- 1 - Poor
- 2 - Fair
- 3 - Good
- 4 - Very Good
- 5 - Excellent

Strong Organization of Content

Checklist:

- ☐ The proposal flows logically from needs to objectives and outcomes.
- ☐ The content is clear and free from jargon.
- ☐ The executive summary is concise and persuasive.

Evidence:

Attach the executive summary and key narrative sections.

Comments:

Rating (1-5):

- 1 - Poor
- 2 - Fair
- 3 - Good
- 4 - Very Good
- 5 - Excellent

Specific and Measurable Objectives

Checklist:

- ☐ Objectives are specific and clearly defined.
- ☐ Objectives are measurable and time-bound (SMART).
- ☐ Metrics for success are included.

Evidence:

Attach the section outlining objectives and metrics.

Comments:**Rating (1-5):**

- 1 - Vague
- 2 - Somewhat Clear
- 3 - Clear
- 4 - Very Clear
- 5 - Exceptionally Clear

Detailed and Realistic Budget

Checklist:

- ☐ Budget items are accurate and justified.
- ☐ Budget aligns with the project narrative.
- ☐ Costs are realistic and comprehensive.

Evidence:

Attach budget and budget justification.

Comments:**Rating (1-5):**

- 1 - Inaccurate
- 2 - Needs Improvement
- 3 - Adequate
- 4 - Strong
- 5 - Excellent

Sustainability and Capacity

Checklist:

- ☐ The proposal outlines a clear plan for project sustainability.

- ☐ The daycare has demonstrated capacity (staff, resources, expertise).

Evidence:

Attach sustainability plan and capacity statement.

Comments:

Rating (1-5):

- 1 - Poor
- 2 - Fair
- 3 - Good
- 4 - Very Good
- 5 - Excellent

Supporting Documentation

Checklist:

- ☐ All required attachments (letters, resumes, licenses) are included.
- ☐ Compliance documents are up-to-date.

Evidence:

List and attach supporting documents.

Comments:

Rating (1-5):

- 1 - Incomplete
- 2 - Needs More
- 3 - Adequate
- 4 - Comprehensive
- 5 - Thorough

Proofreading and Editing

Checklist:

- ☐ The proposal is free of grammatical errors.
- ☐ The tone is professional and persuasive.
- ☐ Formatting is consistent.

Evidence:

Attach the final proofread document.

Comments:

Rating (1-5):

- 1 - Poor
- 2 - Fair
- 3 - Good
- 4 - Very Good
- 5 - Excellent

Feedback and Revision

Checklist:

- ☐ The proposal has been peer-reviewed.
- ☐ Feedback has been incorporated.

Evidence:

Attach review comments and revised sections.

Comments:

Rating (1-5):

- 1 - No Review
- 2 - Minimal Review
- 3 - Some Review
- 4 - Thorough Review
- 5 - Excellent Review

Submission Logistics

Checklist:

- ☐ Deadline has been checked.
- ☐ Submission format is correct.
- ☐ Confirmation plan is in place.

Evidence:

Attach submission plan and checklist.

Comments:

Rating (1-5):

- 1 - Not Ready
- 2 - Needs Work
- 3 – Adequate
- 4 - Ready
- 5 - Fully Ready

Final Review and Submission

Overall Comments:

Overall Readiness Score (Out of 50):

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Chapter 13: Instructional Resources

Forms related to instructional resources support curriculum planning and delivery. Examples include lesson plan templates, milestone checklists, health and safety checklist, and daily activity reports. These forms assist educators in aligning their teaching with program goals while ensuring access to the materials and feedback needed to improve instruction.

- Weekly Lesson Plans
- CDC Milestone Checklist- 3 Years Old
- Childcare Health and Safety Checklist
- Daily Schedules and Lesson Plans
- Daily Activity Report
- Instructional Staff Duties and Responsibilities

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Weekly Lesson Plans

Here's a Weekly Lesson Plan Form template that allows teachers to organize activities, learning objectives, and materials for each day of the week. This form helps structure the week with clearly defined goals for each day.

Weekly Lesson Plan

Teacher Name: [Your Name]

Class/Grade Level: [Class or Grade Level]

Week of: [MM/DD/YYYY– MM/DD/YYYY]

Weekly Theme/Focus:

[Brief description of the theme or focus for the week, e.g., "Colors and Shapes," "Community Helpers," "Weather."]

Weekly Learning Objectives

TABLE 29 OBJECTIVES FOR EACH OF THE FOUR DEVELOPMENTAL AREAS

Area	Objective
Cognitive/Academic	[Specific learning goals for the week, e.g., learning the alphabet, counting to 20]
Social/Emotional	[Goals such as taking turns, expressing emotions, cooperating with peers]

Area	Objective
Physical (Gross and Fine Motor)	[Developing skills such as running, jumping, or cutting with scissors]
Language/Communication	[Language and communication goals, such as building vocabulary or storytelling]

Materials Needed for the Week:

[List all materials you'll need, such as books, art supplies, toys, worksheets, etc.]

Daily Breakdown

Monday

Theme/Focus: [Day-specific theme or activity]

Circle Time (if applicable): [Activities such as greetings, discussions, or songs]

Lesson/Activity: [Describe the main activities or lessons planned for this day]

Learning Objectives: [Goals for this specific activity]

Materials Needed: [List any specific materials required]

Story Time: [Book or story to be read]

Outdoor/Gross Motor Activity: [Physical activity or outdoor play plans]

Closing Activity: [End of day activity or discussion]

Tuesday

Theme/Focus: [Day-specific theme or activity]

Circle Time (if applicable): [Activities such as greetings, discussions, or songs]

Lesson/Activity: [Describe the main activities or lessons planned for this day]

Learning Objectives: [Goals for this specific activity]

Materials Needed: [List any specific materials required]

Story Time: [Book or story to be read]

Outdoor/Gross Motor Activity: [Physical activity or outdoor play plans]

Closing Activity: [End of day activity or discussion]

Wednesday

Theme/Focus: [Day-specific theme or activity]

Circle Time (if applicable): [Activities such as greetings, discussions, or songs]

Lesson/Activity: [Describe the main activities or lessons planned for this day]

Learning Objectives: [Goals for this specific activity]

Materials Needed: [List any specific materials required]

Story Time: [Book or story to be read]

Outdoor/Gross Motor Activity: [Physical activity or outdoor play plans]

Closing Activity: [End of day activity or discussion]

Thursday

Theme/Focus: [Day-specific theme or activity]

Circle Time (if applicable): [Activities such as greetings, discussions, or songs]

Lesson/Activity: [Describe the main activities or lessons planned for this day]

Learning Objectives: [Goals for this specific activity]

Materials Needed: [List any specific materials required]

Story Time: [Book or story to be read]

Outdoor/Gross Motor Activity: [Physical activity or outdoor play plans]

Closing Activity: [End of day activity or discussion]

Friday

Theme/Focus: [Day-specific theme or activity]

Circle Time (if applicable): [Activities such as greetings, discussions, or songs]

Lesson/Activity: [Describe the main activities or lessons planned for this day]

Learning Objectives: [Goals for this specific activity]

Materials Needed: [List any specific materials required]

Story Time: [Book or story to be read]

Outdoor/Gross Motor Activity: [Physical activity or outdoor play plans]

Closing Activity: [End of day activity or discussion]

Reflections (End of Week)

What worked well this week?

[Reflect on activities or lessons that went particularly well.]

What challenges did we face?

[Identify any challenges or areas that need improvement.]

Adjustments for next week:

[Notes on what to modify or carry forward into next week's lessons.]

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CDC Milestone Checklist- 3 Years Old

Social and Emotional Development

TABLE 30 MILESTONE BEHAVIORS FOR SOCIAL AND EMOTIONAL DEVELOPMENT

Milestone	Achieved (Yes/No/Notes)
Copies adults and friends	
Shows affection for friends without prompting	
Takes turns in games	
Understands the idea of “mine” and “his” or “hers”	
Shows a wide range of emotions	
Separates easily from mom and dad	
May get upset with major changes in routine	
Dresses and undresses self	

Language and Communication Development

TABLE 31 MILESTONE BEHAVIORS FOR LANGUAGE AND COMMUNICATION DEVELOPMENT

Milestone	Achieved (Yes/No/Notes)
Follows 2- or 3-step instructions	
Can name most familiar things	
Understands words like “in,” “on,” and “under”	
Says first name, age, and sex	
Names a friend	
Says words like “I,” “me,” “we,” and “you”	

Milestone	Achieved (Yes/No/Notes)
Talks well enough for strangers to understand most of the time	

Carries on a conversation using 2 to 3 sentences

Cognitive (Learning, Thinking, Problem-Solving) Development

TABLE 32 MILESTONE BEHAVIORS FOR COGNITIVE DEVELOPMENT

Milestone	Achieved (Yes/No/Notes)
Can work toys with buttons, levers, and moving parts	
Plays make-believe with dolls, animals, and people	
Does puzzles with 3 or 4 pieces	
Understands what “two” means	
Copies a circle with pencil or crayon	
Turns book pages one at a time	
Builds towers of more than 6 blocks	
Screws and unscrews jar lids or turns door handles	

Physical Development (Gross and Fine Motor Skills)

TABLE 33 MILESTONE BEHAVIORS FOR PHYSICAL DEVELOPMENT

Milestone	Achieved (Yes/No/Notes)
Climbs well	
Runs easily	

Pedals a tricycle (3-wheel bike)	
----------------------------------	--

Walks up and down stairs, one foot on each step

Catches a ball thrown at them	
-------------------------------	--

Additional Notes and Observations:

[Space for recording any specific comments, observations, or concerns about the child's development.]

Next Steps

If a child is not meeting most of these milestones, it's a good idea to consult a healthcare provider for further evaluation and guidance.

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Childcare Health and Safety Checklist

[Early Childhood Program Name]

Date:

Completed by: [Name]

Shift:

- ☐ Morning
- ☐ Afternoon
- ☐ Evening

Safety Aspects

Facility Safety

TABLE 34 CHECKLIST OF ITEMS FOR FACILITY SAFETY

Items	Checked (Yes/No/Notes)
Emergency exits are clear and accessible	
Fire extinguishers, smoke detectors, and alarms are functional	
Electrical outlets are covered with safety caps	

Hazardous substances (cleaning supplies, chemicals) are locked away

Floors are free from clutter, spills, and tripping hazards

Windows and doors are locked or properly secured

All furniture is stable and free from damage (e.g., no loose screws)

Toys and play equipment are clean and free from sharp edges or broken parts

Hygiene Practices

TABLE 35 CHECKLIST FOR HYGIENE PRACTICES

Item	Checked (Yes/No/Notes)
Children and staff wash hands before meals, after bathroom use, and after outdoor play	
Bathrooms are clean, stocked with soap, and hand drying materials (paper towels or air dryers) are available	
Diapering area is clean, and changing tables are sanitized after each use	
High-touch surfaces (doorknobs, tables, toys) are cleaned and sanitized regularly	
Trash bins are emptied and covered	
Children's personal items (bedding, bottles, clothing) are stored separately to avoid contamination	

Supervision and Staff Safety

TABLE 36 CHECKLIST FOR SUPERVISORY AND STAFF SAFETY

Item	Checked (Yes/No/Comments)
Staff-to-child ratios meet requirements	
Staff are actively supervising children during all activities (indoor and outdoor)	
First aid kits are fully stocked and accessible	
Emergency contact information for each child is easily accessible	
Attendance and headcounts are taken and up-to-date	

Outdoor Safety

TABLE 37 CHECKLIST FOR OUTDOOR SAFETY

Item	Checked (Yes/No/Comments)
Outdoor play area is free of hazards (e.g., broken glass, sharp objects, standing water)	
Playground equipment is clean, stable, and in good repair	
Fencing and gates are secure	
Soft surfaces (sand, mulch, rubber) under climbing equipment are in good condition	
Children are supervised at all times during outdoor play	

Illness Prevention

TABLE 38 CHECKLIST ITEMS FOR ILLNESS PREVENTION

Item	Checked (Yes/No/Comments)
Daily health check for each child upon arrival (temperature, signs of illness)	
Children showing signs of illness are sent home promptly	
Parent/guardian notified if child becomes ill during the day	
All staff and children wash hands frequently throughout the day	

Food Safety and Nutrition

TABLE 39 CHECKLIST FOR FOOD SAFETY AND NUTRITION

Item	Checked (Yes/No/Comments)
Allergy information for each child is readily accessible	
Meals and snacks are served in clean areas following hygiene practices	
All food is stored properly (refrigeration, covered containers)	
Children are seated while eating, and are supervised during meals	
Staff ensure children drink water throughout the day	

Emergency Preparedness

TABLE 40 CHECKLIST ITEMS FOR EMERGENCY PREPAREDNESS

Item	Checked (Yes/No/Comments)
Emergency evacuation routes are clear and posted	
Fire alarms and other safety equipment are functional	
Staff are aware of and prepared for emergency procedures (fire, earthquake, lockdown)	
Emergency supplies (first aid kits, flashlights, water) are in place and accessible	
Emergency contact list for all children is up-to-date and accessible	

Additional Notes or Comments:

[Space for additional observations, issues to follow up on, or tasks completed]

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Daily Schedules and Lesson Plans

Understanding the profound importance of schedules and routines in childcare is absolutely critical for fostering a nurturing, predictable, and effective learning environment. Here's why they are so vital:

1. Promote Emotional Security and Reduce Anxiety

- Children, especially young ones, thrive on predictability. When they know what to expect throughout their day, it creates a sense of safety and security. This reduces anxiety, fear of the unknown, and helps them feel more in control of their environment.
- Routines minimize the stress associated with transitions between activities (e.g., from free play to circle time, or from outdoor play to snack). Clear cues and consistent sequences help children prepare mentally and emotionally for what comes next, leading to fewer meltdowns and more cooperation.
- Consistent routines build trust between children and their caregivers. When children know their needs will be met at predictable times (meals, naps, comfort), they develop a stronger sense of security and attachment.

2. Support Cognitive Development and Learning

- When children aren't expending energy trying to figure out "what's next," they can better focus on the learning activities presented. Routines create a structured environment conducive to sustained attention and deeper engagement.
- Repetitive actions within routines help form and strengthen neural connections in the brain. This reinforces memory, understanding, and the development of concepts like time, sequence, and cause and effect.
- Routines provide opportunities for children to practice and master various skills, from self-help (washing hands, tidying up) to academic readiness (sitting for story time, participating in group activities). They learn time management, organization, and problem-solving.

4. Foster Independence and Self-Regulation

- As children become familiar with routines, they gain confidence to complete tasks independently. Knowing "what comes next" empowers them to take initiative, make choices within the routine, and feel a sense of accomplishment.
- Clear expectations set by routines help children understand acceptable behaviors and boundaries. This minimizes power struggles and disruptive behaviors because children know what is expected of them, leading to improved self-discipline and self-regulation.
- Routines teach essential life skills like responsibility, cooperation, and time management. These foundational skills are crucial for their success in school and throughout life.

5. Improve Classroom Management and Teacher Effectiveness

- Well-established schedules and routines make the classroom run more smoothly. Teachers spend less time managing chaos and more time engaging with children and facilitating learning.
- When the daily flow is predictable, it reduces stress for teachers, allowing them to be more present, responsive, and intentional in their interactions and teaching practices.
- Routines, even seemingly mundane ones like handwashing or snack time, can be transformed into rich learning opportunities. Teachers can use these moments to teach language, social skills, and scientific concepts (e.g., why we wash hands).
- A consistent routine allows teachers to better observe children's development and identify areas where individual children might need additional support or challenge.

In essence, schedules and routines are not rigid constraints but rather flexible frameworks that provide a stable, predictable, and supportive environment. They are the scaffolding upon which healthy development, learning, and positive relationships are built in early childhood. As future teachers, embracing and skillfully implementing routines will be one of your most powerful tools for creating a successful and joyful learning environment for every child.

Guidelines for Creating Daily Schedules and Lesson Plans

- Create schedules and lesson plans that follow developmentally appropriate practices.
- Use these plans to provide structure and organization to each class.
- Post weekly lesson plans, allowing flexibility and adjustments as needed.
- Stick closely to the plans and schedules, while meeting individual needs and addressing differences among the children.
- Include time and materials for both active and quiet activities.
- Allow children the choice to engage in group or solitary activities.
- Incorporate both indoor and outdoor play, as well as rest periods.
- Schedule essential routines such as handwashing, lunch, rest, snacks, and toy cleanup.
- Alternate between active and quiet periods to prevent overstimulation in children.

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Daily Activity Report for Early Childhood Education Program

Daily activity reports in an early childhood education program provide valuable insights for both teachers and parents. These reports help track each child's progress, document their participation in various activities, and highlight any areas of interest or concern. By keeping parents informed about their child's day, the reports foster communication between the center and families, ensuring that caregivers are aware of their child's achievements, challenges, and developmental milestones. Additionally, daily activity reports serve as an essential tool for educators to reflect on the effectiveness of the day's activities and adjust plans based on the children's individual needs.

Daily Activity Report Template

Child's Information

Name:

Date:

Teacher:

Activities

Morning Activity:

Circle Time Topic:

Learning Centers:

Outdoor Play:

Arts & Crafts:

Story Time Book:

Meals and Snacks

Morning Snack:

Lunch:

Afternoon Snack
Nap/Rest Time
Nap Start Time:
Nap End Time:
Notes (Restfulness):

Behavior and Social Interaction

Positive Interactions:
Behavioral Notes:
Any Conflicts or Resolutions:
Skills and Development
Motor Skills:
Cognitive Development:
Language Skills:

Additional Notes

General Observations or Comments:
Upcoming Events or Reminders:
Parent Acknowledgment Parent/Guardian Signature:
Date:

Explanation of Template Sections

Child's Information

Basic details about the child, date, and teacher for record-keeping.

Activities

A breakdown of the child's daily activities, helping parents understand their child's learning experiences.

Meals and Snacks

Information about what the child ate during the day.

Nap/Rest Time

Details regarding the child's rest and any observations about their energy or mood afterward.

Behavior and Social Interaction

Notes on positive behavior, any issues, and how they were handled.

Skills and Development

A section highlighting the child's progress in key developmental areas.

Additional Notes

General observations, comments, and upcoming reminders for parents.

Parent/Guardian Acknowledgment

Space for parents/guardians to sign, indicating they've reviewed the report.

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Instructional Staff Duties and Responsibilities

General Qualifications

- **Educational Requirements:** Must hold an associate's degree in early childhood education (ECE) or a related field; bachelor's degree preferred.
- **Certifications:** CPR and First Aid certification required; ECE teaching certification or license preferred.
- **Experience:** Minimum of 1-2 years of experience working with young children in a structured setting.
- **Skills:**
 - Strong communication and interpersonal skills.
 - Proficient in child development principles and age-appropriate practices.
 - Ability to collaborate effectively with colleagues, families, and the community.
- **Physical Requirements:** Must be able to lift up to 50 pounds and engage actively with children at their level (e.g., sitting on the floor).

Classroom Organization

- **Maintain a Safe, Clean, and Organized Environment:**
 - Arrange learning spaces that are clean, welcoming, and conducive to exploration.
 - Ensure that all materials and equipment are in good repair, stored safely, and easily accessible to children.
- **Materials and Resources:**
 - Plan and set up daily activities and learning stations with age-appropriate materials.
 - Prepare and organize instructional materials in alignment with weekly themes or learning objectives.
- **Routine and Structure:**
 - Establish and maintain consistent daily routines that support children's security and autonomy.
 - Create visual schedules and organize transitions to minimize disruptions and maximize learning time.

Education Standards

- **Curriculum Implementation:**
 - Plan and execute developmentally appropriate lessons aligned with ECE standards and center guidelines.
 - Incorporate play-based learning strategies to promote cognitive, physical, social, and emotional development.
- **Individualized Instruction:**

- Use observations and assessments to tailor instruction to meet each child's unique needs and learning pace.
- Identify and support children with special needs, collaborating with specialists when required.
- **Assessment and Documentation:**
 - Conduct regular, formative assessments and keep accurate records of each child's progress.
 - Use assessment data to adjust instruction and communicate development milestones with parents.

Communication with Parents

- **Regular Updates:**
 - Provide parents with consistent feedback on their child's progress through verbal and written reports.
 - Organize and participate in scheduled parent-teacher conferences to discuss development and goals.
- **Engagement and Collaboration:**
 - Offer practical, actionable suggestions for supporting learning at home.
 - Collaborate with parents on behavior management strategies, fostering a consistent approach between home and school.
- **Conflict Resolution:**
 - Address any parental concerns or questions in a professional, timely manner.
 - Mediate issues with a positive, solution-focused approach that respects both parental input and center policies.

Supervision

- **Child Supervision:**
 - Actively supervise children at all times, ensuring their safety in both indoor and outdoor activities.
 - Implement and reinforce safety protocols consistently.
- **Assistants and Volunteers:**
 - Guide and support teaching assistants and parent volunteers, delegating tasks as appropriate.
 - Provide clear expectations and feedback to ensure cohesive teamwork.
- **Emergency Preparedness:**
 - Participate in regular emergency drills and maintain readiness to implement emergency protocols.

Other Job Requirements

- **Professional Development:** Attend required staff meetings, trainings, and professional development sessions.
- **Policy Compliance:** Adhere to all center policies and procedures, including health and safety guidelines.
- **Flexibility:** Adapt to the evolving needs of the center and children, including covering for other staff when necessary.
- **Documentation and Reporting:** Complete all required documentation promptly, including incident reports and attendance records.
- **Confidentiality:** Maintain confidentiality regarding child and family information at all times.

Many of the requirements listed above are required as part of [Title 22 regulations](#).

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