

**Taylor Independent School District
Child Development Center (CDC)
Policies and Procedures**

2018-2019

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CDC Policies and Procedures

Arrival Procedures:

1. Clock in on the computer time clock and on the licensing time clock.
2. Put your phone in your cubby or locker. Sign the book with where you have left your phone. No cell phones or electronic devices are allowed in the classroom while supervising children.
3. Go to your classroom and wash your hands and sign yourself in on the transition page that is in your classroom binder.
4. Greet each child and parents upon arrival.
5. Look each child over (Health Check) upon arrival noticing any signs of illness or new/unusual marks. Does he feel like he has fever as you touch him?
6. Make sure parents are signing their children in on the current sheet. Make sure parents sign their children out at the end of the day.

Accident/Incident Report Procedures:

1. Always keep blank copies of accident/incident reports in your classroom binder readily available.
2. An accident report must be filled out anytime the child bumps their head, even if it leaves no visible mark.
3. An accident report must be filled out anytime something happens to a child and it leaves a visible mark or you suspect a bruise may form.
4. Director must be notified as soon as possible of any accident. At her discretion, she will proceed to the location to check on the child.
5. If a child causes an accident to another child to occur, an incident report must be filled out explain what the child did to cause harm to another child. (Example: biting, pushing, hitting, etc.)
6. Do not use children's name on a report to another parent. You may use phrases such as, "the other child" or "a child". We are required to keep this information confidential.
7. It is curious when a teacher never writes an accident form for a parent to sign and the parent has to ask their child or come back and ask at school what happened. They will blame each mark they find on their child on the CDC and question if the caregiver of their child is truly supervising their child and not seeing all of these accidents.
8. You must get the parent to sign the report within 24 hours of the incident/accident. Standard, 746.707. Make sure the report is placed on the director's desk so that she may review and file. If the child hits his head or has a serious accident that requires a

doctor or hospital visit, tell the director or assistant director right away. It must be reported to licensing to be investigated.

Basic Caregiver-Child Interactions Guidelines:

1. Provide frequent, positive, nonverbal behaviors to increase feelings of acceptance.(Ex. Smiles, talks to children at eye level, allows a child to sit near her , or on her lap, comforting, meets children’s needs.)
2. Has a patient, relaxed style that helps maintain calmness in the classroom. (Ex. Uses a positive tone of voice, does not seem rushed, reacts calmly when conflicts arise or when children need support.)
3. Provides physical and emotional security. (Ex. creates a warm, safe, and nurturing environment.)
4. Notices and attends to children’s needs and signals. (Ex. Recognizes signs of stress in individual children and listens to children’s attempts at communication, notices subtle signals from shy or withdrawn children; responds to children’s comments, questions, and vocalizations.)
5. Shows flexibility and an ability to adjust own behavior to meet the needs, interests, and abilities of children. (Ex. shows no favoritism or rejection to children. Is accepting of each child to her class, even those that may be more challenging or have special needs. Seems to know which children responds well to humor, soft voices, adjusts response style to match each child’s personality and temperament.)
6. Responds promptly and sensitively to children’s cognitive and affective signals (Ex. Acknowledges and expands on children’s attempts to communication, play, and expression of needs. Comforts child, celebrates accomplishments, values needs, shows acceptance of feelings, responds with language that is positive in content tone.)
7. Provides frequent descriptive praise and reinforces positive behavior, accomplishments, and efforts. (“Wow! You can write your name” vs. “Good job”.)
8. Communicates with children throughout the day (in large group, small group, mealtimes, out-door play.) Routinely talks to children. With infants, caregiver imitates sounds infants make throughout the day.
9. Uses specific labels and descriptions throughout the day. (“ It’s time to drink your bottle.” Versus “Here, take this” or nothing said.)
10. Provides children with frequent opportunities to talk with caregivers throughout the day. (Ex. Uses a variety of questions open/closed to encourage critical or creative thought.
11. Allows children time to respond to questions before providing the answer or asking another question. (Small children need time to think.)

12. Engages children in conversations (3 or 4 turns) in a variety of topics. (Child's likes, dislikes, family, books, lessons, etc.) Encourages back and forth vocalizations and gestures with infants and toddlers.
13. Expands on child's understanding or initiation by adding to what child says. "I went to the zoo," child says. Teacher can ask, "Did you see a lion?" or "Can you tell me about some of the animals you saw?"
14. Models to children how to express complete ideas or sentences. (Child gestures and says, "Ball" an adult says, and green ball "or" you can see the green ball.
15. A caregiver speaking with confidence establishes trust in a child. Selective learning begins with trusting relationships both at home and in the classroom. Be confident. Trust and teaching go hand and hand.
16. Uses mutual gaze. (eye contact especially for infants)
17. Caregiver has cups in her classroom and offers water to the children throughout the day.
18. Follows a daily routine and schedule. Let's Director know when the schedule will change for the day. Updates schedule when it needs to be changed and give a copy to the director to approve. Routines such as diapering, feeding, sleeping, and indoor and outdoor activity times, maintained as closely as possible. (Minimum Standards: 746.2501)
19. Care given by the same caregiver on a regular basis, when possible. (MS: 746.2501)
20. Individual attention given to each child including playing, talking, and cuddling. (MS: 746:2501)
21. Holding and comforting a child who is upset. (MS: 746.2501)
22. Ensuring the environment is free of objects that may cause choking in children younger than three years of age. (MS: 746.2501)
23. Has next week's Lesson Plan ready to be typed by Wednesday and has it posted by Friday afternoon on your classroom bulletin board.
24. Communicates with parents daily about positive things more than negative things. (Ex. Accident/incident reports, classroom activities, and needs (diapers, formula, extra clothes, formula, milk, etc.)
25. Keeps parents and directors informed.
26. Goes outside each morning and afternoon, if weather permits. (MS 746.2507)
27. A play environment that allows the caregiver to supervise all children as defined in (MS 746.1205) Know the ages of the children, individual differences and abilities. Also, know the indoor and outdoor layout of the child-care center and the neighborhood circumstances, hazards, and risks.
28. Has next week's Lesson Plan ready to be typed up by Wednesday and posted by Friday afternoon.

29. Updates Classroom Schedules when needed and gives a copy to the director. I can type it up for you if you needed. Remember to have a calm activity and then an activity where the children can move around, and then a calm activity and then an active activity, throughout the day.
30. Supervises children closely at all times while in your care.
31. A facilitator of activities and play for children. The children love playing games and doing activities with their teacher. Teach them how to play games outside.
32. Cares for children and infants by honoring the parents' requests. (Ex. Does not give a child something to eat that they are allergic to, serving sizes, sun tan lotion when outside, put the child's coat on if parents requests, etc.)
33. Keeps a clean environment for the children in your care. (Ex. Shelves are cleaned regularly, toys are disinfected, chairs, tables, etc. are kept clean.)

Classroom Binder Requirements:

At all times the following documentation must be found in your classroom binder and carried with you anytime you are supervising the children. The binder should be where the children are.

1. Current sign-in / sign-out sheets
2. Transition sheets
3. Medication logs
4. Copies of blank illness forms to turn in to director for a sick child
5. Copies of blank Accident/Incident reports
6. Current age chart
7. Copy of first page of Admission's paperwork to know who can pick up a child.
8. Child's information sheets

Planning for a Substitute:

1. Always have a substitute folder readily available with extra ideas for her to do.
2. Keep a sheet with all of the children's names and anything that would be important for the substitute to know about individual children in the folder.
3. Keep a couple of simple activities in the folder at all times in case they run out of things to do or you have an emergency and don't do the proper substitute planning.
4. Have clear instructions and an example completed for each activity that you have planned.
5. Have a copy of your daily schedule with any changes and a copy of your Lesson Plan in the folder.
6. Have all supplies needed for the day in the classroom easily accessible, so she can find it.

Naptime Procedures:

1. Children will enter the nap room after they have had lunch.
2. Each child will use the restroom and wash hands before settling down on their cot.
3. The lights will stay off for no more than 2.5 hours.
4. Any child awake after one hour of rest time must be given a book or quiet activity to participate in. (Minimum Standards 746.2907)
5. You may not force a child to sleep by putting anything over their head such as a blanket. (Minimum Standards 746.2905)
6. One caregiver may supervise both two and three year old classes during naptime only. All other times, there should be two caregivers caring for the two groups. (Minimum Standards 746.1613)
7. Have something to do in the nap room to keep yourself awake while supervising the children. (Ex. Lesson Plan, cut out things, read Teacher planning books, etc.)

Sleep Safety

CDC complies with Minimum Standard Chapter 746 rules in Subchapter H which outlines safe sleep practices in the Basic Care Requirements for Infants. Information relates to sleep requirements and restrictions, including sleeping positions, and crib requirements and restrictions, including mattresses, bedding, blankets, toys and restrictive devices. **CDC will use Form 2550, Safe Sleep Policy.** If an infant requires instruction from the child's doctor we will use **Form 2710, Infant-Sleep Exception: Health-Care Professional Recommendation.**

Infants are always placed on their back while sleeping. Side and tummy sleep positions are not safe until the infant can turn over by himself. All loose bedding (blankets), stuffed animals, bumpers and pillows are removed from the crib for safety. A sleep sack or wearable blanket is preferred. Your infant will be sleeping in an approved crib on a firm fitting mattress. The center's cribs meet new federal regulations passed by the United States Consumer Product Safety Commission (CPSC) related to safety standards for cribs. Older children nap on short (to the ground) child sized cots. Older children will need a towel or blanket for naptime. Please label these with your child's name. Towel or blanket will be sent home on Friday to be washed. Some children may want or need a pillow. Please mark all items, so they are not mistaken as someone else's belongings

Transitioning a New Child Into Your Class:

1. Director decides when and how many children need to begin transitioning.
2. This decision is based on child's birthday, child's development, and parent consent.
3. Amount of time needed to transition each child is dependent on how quickly the child adjusts.

4. The teacher in the receiving class should coordinate with the existing teacher when good times would be for transitioning each day.
5. If the child seems perfectly fine and unbothered by the change, allow him /her to stay for extended periods of time. (Example: snack, lunch, circle time, naptime.)
6. The new teacher needs to be welcoming, comforting, and nurturing, to the new child. She should also understand that the transition maybe more difficult for some children than others of the new changes and routines. Some children adjust quickly and are ready to stay in their new classroom right away.
7. Caregivers need to let new parents know how their child is doing while transitioning and keep them updated on progress.

Transitioning From One Classroom to Another Classroom or Area:

1. Use the Daily Face to Name Transition Check Points Page each time before you open the door. Call the group to come to the door because you and they will be leaving the room.
2. You will call out each child's name and look at their face to make sure another child isn't saying "here" for the child's name you called out.
3. After each child has been accounted for by a check at their name on the Transition chart, you can leave. You will note at the end of the graph under the check marks, how many children are in your care. Count them as you turn corners, while in your classroom, on the playground, etc.

Daily Face to Name Transition Check Points Sheet:

You will sign in at the top of the page in the small excel area when you arrive, leave, or come back. Put the time you arrived under IN. Each time you will put how many children are in your care when you arrive or leave. As children arrive, you will sign the child's name in on your transition page and the parents will sign their child in on the Child Care Operation Sign-In and Sign-Out Log that we keep attendance on. When you leave the classroom with the children, BEFORE you open the door, you will call each child on your list one by one and look at their face after you call their name. Sometimes children will say "here" for a child that isn't there. Write how many children are in your care at the bottom of your list of children's names. As you transition to another classroom or area, you will keep counting to make sure your children are all with you. BEFORE you open the next door to a classroom or playground, you will call each name and look at the child's face, then call the next name, etc. Check them in one by one. Put the number of children at the end of your new list of checks. I would like everyone to put the time you go or leave from an area, along with the room or area you are going to. If you leave to go to the restroom, you will sign your name out at the top and the person watching your class will sign themselves in. When you return, they will sign

themselves in and you will sign yourself back out. The person signed in is the person supervising the classroom.

Lunch Time Procedure:

1. Children must enter the cafeteria in an orderly fashion and immediately wash hands.
2. After hands are washed, they may sit at the table to eat.
3. Each child has their own labeled spot at the table.
4. Each child's allergies and special eating issues are labeled by the child's name label.
5. Help each child open anything that they need help with.
6. Any child that can't feed themselves with their spoon, assist them until they learn.
7. Some smaller children may require an eating bib until they do not need it any longer.
8. Children should be served small servings of food and then be given seconds if they ask or you see they would like more.
9. Teach the children and help them to clean up their own messes and lunch when they are done.
10. Children must wash hands again in the cafeteria after eating.
11. Following serving guidelines for the different food groups (Minimum Standards 746.3305)
12. Children must not be forced to eat anything. After seeing new foods, they will eventually try them.
13. Honors parent's requests (serving sizes, doesn't serve child foods they are allergic to, etc.)

Food Allergy Plan:

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the Child Development Center Program Director if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at the CDC Program Directors office.

Outdoor Safety and Supervision:

1. Make sure the playground is free from any potential hazards or standing bodies of water before the children are allowed to run free. Look for choking hazards and make sure they are thrown away. (Ex. Old candy wrappers, pieces of plastic, etc.)
2. Supervise the children and watch that they are using the playground equipment appropriately. (Ex. No climbing up the slide, jumping from the top, or swinging from the top bar above the slide, no throwing sand, sand in the sandbox only, etc.)
3. All staff members must be spread out in all different areas of the playground constantly supervising the children, so that every child and every part of the playground is seen by those supervising.
4. Facilitates activities and play with the children.
5. If a child has a dirty diapers or a potty accident on the playground, the teacher must gather the class and return inside to change the child. These things occasionally happen, but to help prevent this situation, make sure ALL children have been changed or have used the restroom right before you go outside.
6. Change the outdoor toys weekly to keep the children interested in them.
7. Children should go outside in the morning and afternoon, weather permitting.

Insect Repellent and Sunscreen Application Policies

Recommend Parents use the guidelines provided by the American Academy of Pediatrics (AAP) about types of repellents, DEETS, using repellents safely, and other ways to protect their child from insect bites and how to pick a sunscreen & applying sunscreen. “Choosing an Insect Repellent for Your Child” and “Sun Safety: Information for Parents about Sunburn & Sunscreen”

CDC staff will receive training regarding insect repellent and sunscreen application policies.

Procedures for providing: Parents will provide insect repellent and sunscreen for their child to use at CDC. CDC staff will be trained to apply the provided products.

Procedures for applying: Staff will apply these products as recommended by the products directions. Staff will use the tips for using repellents safely by the (AAP).

Product types: Parents will use the information from Healthy Children - Safety and Prevention for guidance on choosing [insect repellents](#) and [sunscreens](#).

Guidance and Discipline

The CDC strives to encourage positive behavior at all times. The staff has been trained in strategies that help children avoid conflict as well as using redirection for inappropriate behavior. The staff will distract or remove a child from a dangerous or conflicting situation rather than allowing a confrontation, whenever possible. We will use positive reinforcement for acceptable behaviors. Preschool children are learning to be part of a social group. Sometimes juggling his or her own needs with those of the group is difficult for the young child. We will help children learn new social skills. Caregivers will use redirection, modeling words and actions to use in solving problems and a chance to try again in the group. Our guidance and discipline policy is attached in the enrollment packet.

Complies with Subchapter L, Discipline and Guidance of the Minimum Standard for Child-Care Centers

CDC uses positive methods of discipline and guidance.

- Discipline will be individualized and consistent for each child, appropriate to the child's level of understanding, and directed toward teaching the child acceptable behavior and self-control.
- A caregiver will only use positive methods of discipline and guidance that encourage self-esteem, self-control, and self-direction, which include at least the following:
 - Using praise and encouragement of good behavior instead of focusing only upon unacceptable behavior;
 - Reminding a child of behavior expectations daily by using clear, positive statements;
 - Redirecting behavior using positive statements
 - Using brief supervised separation or time out from the group, when appropriate for the child's age and development, which is limited to no more than one minute per year of the child's age.
- CDC will not use harsh, cruel, or unusual treatment of any child.

Suspension and Expulsion

All children need to be able to participate in CDC planned activities and be able to follow simple directions. As with all aggressive behaviors parents are notified with each incident. Aggressive and hurtful behavior includes, but is not limited to: biting, hitting, kicking, pushing, and pinching. Such behavior is not appropriate. We will use every appropriate method to help children control their:

Step One: Teacher/Director Coaching the child and contact with the parent.

Step Two: Director, Teacher, Parent Conference make suggestions.

Step Three: Second Conference at which time the parent maybe asked to find alternate childcare.

Any or all of the steps may be skipped or omitted as deemed appropriate, based on the extent of the aggressive behavior and circumstances.

Potty Training Procedure:

1. Make sure a plan is made with the parents when a child is ready to begin potty training. We need to all be doing the same thing.
2. Both parents and teacher must be on board for it to work for the child.
3. When a child is in the training process and wearing either a pull-up or underwear, they need to be taken to the potty at least every hour.
4. The child must be supervised and helped while in the restroom as this is a learning process.
5. Potty training children should not be sent to the restroom on their own until the teacher and parents agree that they are ready.
6. Keep a daily progress chart to be sent home with the parents until it is agreed that they no longer need it.

Communicating with Parents:

1. Parents need to be greeted each day when they arrive with their children.
2. Parents need to be informed at least several days in advanced of upcoming events. (Ex. Parties where they will be asked to bring something or that they can attend.)
3. Parents need to be informed a couple of days in advance, if possible, when their child needs diapers, milk, etc.
4. When the children are picked up in the evening, parents should be greeted and told something good about the child's day. If concerns need to be addressed, make sure it is done in a respectful and understanding way.
5. We are here to work with the parents. We need to be sure that we are always working with the parents and always respecting their wishes to the best of our ability.

End of Day:

1. All classes should be in their classrooms by 4:30 each afternoon for parents to start arriving to pick up their children.
2. Make sure children's faces and hands are clean and they have a clean diaper.
3. Make sure children are kept busy until parents arrive. This is a great time to do small group activities since ratios should be low. (Ex. Floor puzzles and other manipulatives.)
4. Make sure parents are greeted upon arrival to pick up their child. Always start the conversation by saying something positive about the child's play. Then, address any concerns. End with something positive or words of encouragement.
5. Make sure the room is picked up and ready for the next day before you leave.

6. Windows should always be closed before leaving. Any fan you turned on during the day should be turned off, also, before leaving.
7. Clock out on time. Parents understand that you need to clock out. There is no overtime unless you receive prior approval on paper from me.

Child's Dismissal:

1. Be sure to always check your Admission page to know who is on the list to pick up children. It could change from time to time.
2. If you do not know the person coming to pick up the child, be sure to ask to see their driver's license. Check to make sure the name on the driver's license is the same name of the person on the child's Admission pages to pick up the child.
3. Notice the picture on the driver's license. Is this the same person in your company to pick up the child?
4. Children's hands face and diapers should be clean. Comb the child's hair. Ask the parent if they would like their child to have a clean shirt on at the end of the day or if they usually go home and are okay with a dirty shirt. Everyone is feels differently about it.

Staff Immunization:

Licensing recommends that staff meet all individual immunization records but it is not required.