Staff Handbook

How we will protect the children in our care.

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| VIP Objective Increase our Education base and understanding of our industry. Skills We strive to continue our education and understanding so we can better meet the needs of our families | |  | | --- | | **VIP Kinder College****Improved Standards** | Our Plan to Better our Program |  ExperienceMonthly Training We have required all staff to take 1 hour training each month to maintain and increase their understanding of ECE.  <https://secure.in.gov/apps/fssa/childcare/portal/home>  <http://www.earlychildhoodwebinars.com/>  <http://casyonline.org/events-calendar/training-calendar/> Yearly Training We have required all staff to attend 2 conferences per year.   * In April a DCS staff member can come to our facility and give a Child Abuse and Neglect training to all staff * One 4+ hour conference will be attended per year. IAEYC Conference in April is available and all local CASY and Washington IN conferences.  Monthly Check-ins Meet with each staff member individually to discuss and go over the following:   * Operational and Situational Questions * Scenarios * Monthly Successes and Mistakes * Presentation of Monthly Training |

**Teacher Job Description (Update 2020)**

**Title:** Classroom Teacher

**Responsible To:**  Hired by the VIP Director and Assistant; reports to and is supervised by the Assistant Director.

**Supervises:** Students enrolled at VIP

**General Summary**

As part of the education team, under the general direction of the VIP Director, with support from the Head Teacher, the Teacher helps plan and participates in classroom, playground, and field trip activities. These activities are designed to foster or enhance all areas of the child's development.

**Qualifications and Requirements:**

1. Continued monthly goal of one webinar or workshop to aspire toward CDA credentials.
2. Qualifications of a Teacher/child care worker as stated in the applicable State licensing requirements
3. Knowledge and experience with the basic principles of child development;
4. Proof of a physical examination within the last year, which includes a tuberculosis test, and comply with other background checks as required by the Agency and/or Indiana State licensing; and
5. Personal qualifications as required in National Resource Center For Health and Safety in Child Care and Early Education Standard 1.3.3.1: General Qualifications of Family Child Care Caregivers/Teachers to Operate a Family Child Care Home, emotional maturity, willingness to cooperate with the aims of the program, respect for children and adults, flexibility, patience, good personal hygiene, and physical and mental health which does not interfere with responsibilities.
6. Attend an annual Child Abuse and Neglect Training.
7. VIP will pay for one additional conference another time throughout the year.

**Essential Functions:**

1. Create and Implement D.A.P. curricula in the classroom.
2. Perform the functions of this position with a strong understanding of the VIP Performance Standards stated in the NAFCC Quality Standards for Accreditation and the Health and Safety plans.
3. Continue to keep your daily activities in teacher planner, noting supplies, incidents and calendar updates to be turned in at weeks end to Director
4. With the teacher, guide and facilitate activities of the children, including daily activities, field trips, selecting and arranging equipment and materials in the classroom.
5. Daily routines and observations of child’s safety and mandatory reporting if any suspension aries.
6. Cooperate with other staff and classroom groups to maintain the smooth functioning of the center, which at times may require changes to meet the needs of the children.
7. Write weekly observations per assessment procedure.
8. Use drop off/pick up times and parent conferences to discuss the child's individual development and progress, assist the parents in developing observational skills and solicit parent observations
9. Eat with and assist children in development of social and self-help skills, and sound nutritional practices;
10. Guide children's achievement of social skills;
11. Attend staff training and meetings, and parent meetings as requested;
12. Assist in providing and maintaining a safe and healthy developmentally appropriate environment;
13. Assist in conducting the daily cleaning and management check list;
14. Assist in implementing children's I.E.P. (Individual Education Plan) or I.F.S.P. (Individual Family Service Plan) seeking clarification for any aspects that are not well understood;
15. Assist the teacher in the completion of required reports;
16. Complete timely and accurate time sheets;
17. Assist, as requested, in transition activities;
18. Distribute newsletters, flyers, and other information to families as instructed by the supervisor;
19. Actively participate in the development and implementation of the Teacher Assistant Professional Development Plan;
20. Perform other duties, as may be required.

The above statements are intended to describe the general nature and level of work performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed in such a position.

**Additional Requirements:**

1. Successful experience working in a team setting;
2. Ability to present a positive image of the organization to members of the community;
3. Ability to work with the Teacher to plan, organize and implement position responsibilities effectively, providing input;
4. Visual and auditory acuity within professionally determined normal ranges, with correction if need;
5. Manual dexterity sufficient to operate a computer and office equipment, including, but not limited to, the telephone, fax machine, copier, and tape recorder;
6. Must be able to enter and exit a vehicle without assistance, and withstand exposure to adverse weather conditions;
7. Must be able to lift 55 pounds; and
8. Experience successfully working with a culturally diverse staff and clients.

**Working Conditions:**

1. Possible exposure to blood and bodily fluids or tissues;
2. Possible exposure to communicable diseases;
3. Job requires standing for long periods of time, as well as stooping, squatting, and running.

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**Professional Development Plan**

**I. Introduction**

This Professional Development Plan for the VIP Kinder College describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident at our facility. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice. Throughout this document, we reference the ultimate goal of professional development: improved student learning. While being mindful of that core purpose, it is important to acknowledge the additional benefits of this comprehensive professional development plan:

* improving job satisfaction
* improving our ability to recruit and retain new educators
* increasing our knowledge of innovative practices
* meeting the NYSED requirements for professional development planning
* promoting shared decision-making and inclusive leadership

The scope of professional development (PD) at VIP will not be limited to attending a workshop or participating in a seminar with a visiting expert. Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us is limited by our own perception of the problem and knowledge of possible solutions.

Although professional development can be defined in a number of different ways, we prefer the description Judith Warren Little gives in an article entitled “Organizing Schools for Teacher Learning”. Little describes professional development as “a focus on and responsibility for student learning and the formation of professional community inside and outside the school” (1996, p.1).

Linda Darling-Hammond and Milbrey W. McLaughlin define professional development as “deepening teachers’ understanding about the teaching/ learning process and the students they teach,” which “must begin with pre-service education and continue throughout a teacher’s career.” They state that “effective professional development involves teachers both as learners and teachers, and allows them to struggle with the uncertainties that accompany each role” (1996, p. 203).

At VIP, our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction. As such, the qualities of our professional development programs are influenced by a variety of factors. The National Staff Development Council recognizes these variables as the essential standards for professional development in education. The standards are:

CONTEXT

* Learning Communities: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and Director.
* Leadership: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
* Resources: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

PROCESS

* Data-Driven: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
* Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact. Researched-Based: Staff development that improves the learning of all students prepares educators to apply research to decision making.
* Design: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
* Learning: Staff development that improves the learning of all students applies knowledge about human learning and change.
* Collaboration: Staff development that improves learning of all students provides educators with the knowledge and skills to collaborate.

CONTENT

* Equity: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for students’ academic achievement.
* Quality Teaching: Staff development that improves the learning of all students deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
* Family Involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.
* Quality professional development is a dynamic and fluid process. If appropriate structures are in place (context), a variety of best practices (processes) are used, and appropriate knowledge and skill acquisition are occurring (content), then professional development will impact student achievement

II. VIP Teacher’s Job Description and Requirements

This Professional Development Plan meets the requirements of the 2015 Teacher Job Description. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the NAFCC Learning Standards. This professional development plan describes how it will provide all of the teachers, teaching assistants with substantial professional development opportunities and how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing a minimum of 12 hours of professional development for teachers per 12 months.

III. Mission, Learning Outcomes, Philosophy and Goals

The VIP Family Child Care Mission Statement is: provides the Wabash Valley community with quality year-round child care for children ages 6 weeks through 5 years. The goal of VIP Child Care is to promote the children’s healthy emotional, social, physical, and cognitive growth and development by providing a child-centered, active learning environment characterized by highly qualified teachers, low group size, and developmentally focused classrooms.

The learning outcomes at VIP Family Child Care are**:**

* Students will develop positive social skills and appreciation and respect for differences in all people including backgrounds, physical characteristics, developmental level and family groupings.
* Students will discover how to work, play, cooperate with others and function in a group beyond their family.
* Students will demonstrate they can move confidently and imaginatively with increasing control and coordination and an awareness of space and others.
* Students will acquire fine and gross motor, cognitive and creative skills in literacy, language, math, science, art and social studies appropriate for the developmental level. Students will use independence, self-discipline, self-esteem and confidence in decision making.
* Parents will be made aware of the developmental milestones for the various age groups and various screening options in our area.

FAMILY CHILD CARE PHILOSOPHY AND GOALS

We believe that children learn through play, concrete experiences and interactions with the environment, their peers and adults. By the use of individual, small and whole group activities, plus a variety of experiences, we encourage children to develop to their full potential. It is the teacher’s role to develop activities and curriculum that:

* Promote the development of independence and self-discipline.
* Encourage and foster the development of self-esteem and confidence.
* Promote the development of fine and gross motor, cognitive and creative skills in literacy, language, math, science, art and social studies.
* Promote the development of a safe and healthy lifestyle through physical activity personal hygiene, safety awareness, and nutrition education.
* Promote the development of positive communication skills
* Promote the development of positive social skills and appreciation and respect for differences in all people including cultural backgrounds, physical characteristics, developmental levels and family groupings.

Research in the field of education and professional development has revealed a series of characteristics and practices observed in exemplary programs. These principles focus a school district’s attention and resources on professional development strategies for improving student learning and achievement. In addition, there are a variety of conditions that are salient when implementing sound and effective professional development programs. As such, professional development at VIP will:

• Reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data

• include sufficient time and follow up support provided to staff to master new content and strategies

• ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning

• make certain that content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned

• support the implementation of best practices as evidenced by research

• provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches

• impart opportunities to explore, question, and debate to integrate new ideas into classroom practice

• maintain a differentiated and developmental approach to meet individual needs relating to the teaching and learning process

• involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved

• include the use of flexible times and models are essential for successful implementation of professional development

Although professionals in Guilderland are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process. The professional development planning process is:

1. Identify educational goals

• Review existing educational goals

• Analyze student achievement data: past, present, projected trends

• Diagnose areas of student need

• Establish improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards and Director’s priorities whenever possible

2. Plan for implementation

• Outline flexible and integrated professional development strategies and activities that address the needs as identified through VIP goals

• Identify sources of expertise to assist with identified needs and goals

• Select PD content and process at each level

• Identify sources and uses of financial resources

3. Implement professional development strategies

• Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support

• Incorporate best practices into teaching, learning and leadership

• Identify critical factors for successful implementation

4. Monitor progress

• Identify success measures for professional development activities

• Identify data sources and gathering method for each measure

• Plan for articulation of findings

• Keep records of PD implementation, participation, and feedback

• Administer feedback surveys and collectively analyze results

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|  | Philosophy and Goals  Philosophy  I believe that children learn through play, concrete experiences and interactions with their environment, their peers, and adults. Using individual, small, and whole group activities, plus a variety of experiences which encourage children to develop to their full potential. The purposes of early childhood education are to develop positive social skills and appreciation with respect for differences in all people including backgrounds, physical characteristics, developmental level, and family groupings. This also includes the development of confidence and self-esteem while promoting independence and self-discipline. I believe that children learn best when placed in an active learning environment that is child-centered, characterized by highly qualified teachers, low group size, and developmentally focused classrooms.    The curriculum of any classroom should include certain “basics” that contribute to a child’s social, emotional, intellectual, and physical development. These basics are available in stations set up in the classroom that lend to enhance the child’s natural curiosity. Centers such as art and music would be set up with an easel, array of coloring and painting options and an assortment of mediums to cultivate creativity. The building center would be set up in a way that children would have wooden and other materials to engineer the tallest towers or car tracks to take them far away from their troubles. Clipboards would be placed around the room with blank papers attached so the children would be able to write or draw their observations around the room. The classroom would have labels applied on surfaces to give letters meaning as they go to the window and see the word “window” provided on a card. Desires stir as they see the joy in the teachers eye the first time, they attempt to form letters and not humanoids on a sheet of paper.  Outdoor space is craved by their young minds and is essential to the basics of early childhood education. Giving them authentic experiences by taking a short walk around the school or having a picnic at a local park. The children can discover textures and smells they may have never known before. Students will acquire fine and gross motor through such experiences.  In accordance with Friedrich Frobel we believe to be like gardeners caring and tending to the garden of children in our care. We can do this with play stimulating their Erik Erikson like sections of cognitive and creative skills in literacy, language, math, science, art and social studies appropriate for the developmental level.  Students will be encouraged to learn through natural consequences and there give them confidence in decision making and independence, self-discipline, self-esteem. If a spill is made, they are to clean it up. After lunch they are to scrap their plates and put them in the sink. Responsibility for their own actions is important in personal development and a mantra Maria Montessori utilized in the Casa dei Bambini. Children learn best in an environment that promotes learning. Features of a good learning environment are highly qualified teachers, low group size and developmentally focused classrooms. The material that is available is varied and current with books in every part of the room and outdoors. The teachers look to the child for inspiration and then formulate lessons to prompt their current interests. Knowing that not all children learn at the same pace or even that of the same interest is thoroughly discussed and written in the education plans developed between the teachers and agreed upon by the parents. Having field trip opportunities will expand their minds to the availability in their community to learn and engage outside of the walls.  All children have certain basic needs that must be met if they are to grow and learn at their best. Some of these basic needs are that of Maslow’s hierarchy of needs that first we must meet their physiological needs then safety and love/belonging. If a sweet but malnourish friend comes into our school, I will first give them sustenance before expecting them to write their name. I know that feeling “at home” and safe is essential to their zone of proximal development! I can be a factor to help them get closer to their potential with a hug and kind words that that of just feeding their brain to learn the alphabet. I would meet these needs by requiring my teachers to give individual time and attention to each student in our care. These teachers are to ask and observe how the students crave attention and interact with others. “Special Time” where no other student is to interrupt will be given to each student thereby giving them a time to feel fully heard and loved while discussing what is on their hearts.  A teacher should have certain qualities and behave in certain ways. Qualities, I think are important for teaching include attentive, couth, cheerfulness, and eagerness to share their love of learning with others. Students with special needs often require adaptations in instructional practices to meet their needs. Some strategies I can use to help me teach children with disabilities include spacing the room out to allow wheelchair accessibility. Our local CCR&R has a Special Needs Consultant available to visit our facility if the need arises and to make recommendations to help the center or home modify the classroom.  Early childhood professionals work with children and families from diverse cultural backgrounds. There are many ways you can provide for children’s learning styles while responding appropriately to diversity. Modifications that can create a more culturally responsive learning environment include materials in the classroom such as books, puppets, and dramatic play implements. Celebrating differences in culture with holidays and festivities create awareness of others not in their race, ethnicity, religion, language, or economic status. Above are many examples of how my philosophy of early education has been formed by the founders. In addition to their formulated thoughts and feelings on the subject a great teacher will continually learn and change how she best meets the needs of those she is privileged enough  to encounter. I am in this to make a difference and will cease to stop learning so that I can be a strong advocate for those small flowers in my garden!  Goals  A teacher’s influence on children is significant. The experiences children have in their first classroom setting can shape their attitude about learning for the rest of their lives. That is why we help children we serve blossom and grow excited about learning.  The VIP Curriculum was designed because of extensive research that supports our belief that children learn best when they participate actively in the learning process. They discover things through direct experience with people, objects, events, and ideas.  VIP teachers are as active and involved as children in the classroom. They thoughtfully provide materials, plan activities, and talk with children in ways that both support and challenge what children are observing and thinking. Activities are both child-initiated — built upon children’s natural curiosity — and developmentally appropriate, that is, matched to children’s current and emerging abilities. We call this approach *active participatory learning*— a process in which teachers and students are partners in shaping the learning experience.  For **preschool teachers,**you will also find a comprehensive curriculum that addresses all areas of development. Eight main curriculum content areas organize children's learning in preschool, which are in line with Gardner’s Multiple Intelligences theory. The content categories are   * Approaches to learning * Social and emotional development * Physical development and health * Language, literacy, and communication * Mathematics * Creative arts * Science and technology * Social studies   Today most state standards involve preschool programs, and VIP Preschool Curriculum meets all the state standards that have been published.  In VIP infant-toddler programs support children's natural desire to be active learners. Creating an active learning environment for infants and toddlers means consciously considering all their needs — social and emotional, physical, cognitive, and sociolinguistic.  The principles of active learning guide decisions you make about are as follows:   * [Adult-child interaction](http://www.highscope.org/Content.asp?ContentId=299) * Arrangement of [the room](http://www.highscope.org/Content.asp?ContentId=298) and physical environment * [Daily schedules](http://www.highscope.org/Content.asp?ContentId=300)and routines * Observations and planning for children   In our VIP preschool classroom there are three areas that are particularly important for strengthening our program — adult-child interaction, classroom layout and materials, and the daily routine. . Additional strategies include supporting children's play, using encouragement instead of praise, and taking a problem-solving approach to conflict. The preschool classroom at VIP is divided into [interest areas](http://www.highscope.org/Content.asp?ContentId=181) stocked with a stimulating range of materials designed for specific types of play, for example, house area, art area, block area, small toy area, computer area, reading and writing area. Materials are arranged in consistent places and the shelves are tagged with child-friendly labels so that children can get out and put away materials themselves. Organizing the classroom in this way also helps children understand how the world is organized, and concepts such as more, less, same, different, large, small, in, out, in front of, etc.  The [daily routine](http://www.highscope.org/Content.asp?ContentId=182) at VIP is a consistent framework for the day that provides a balanced variety of experiences and learning opportunities. Children engage in both individual and social play, participate in small- and large- group activities, assist with cleanup, socialize during meals, develop self-care skills, and exercise their small and large muscles. The most important segment of the daily routine is the plan-do-review sequence, in which children make choices about what they will do, carry out their ideas, and reflect upon their activities with adults and other children.  Lesson plans are organized around children’s interests, keeping in mind where each child is developmentally, and considering the cultural/ethnic mix of the children we serve as well as geographic considerations.  While current teaching practices in the field of special education are often based on correcting children’s “deficits,” the VIP Curriculum builds on and maximizes their strengths and abilities, recognizing each child’s individual needs and developmental difference. VIP is not a one-size-fits-all approach but rather a model in which *all* children fit.  Children with special needs benefit from the core principles of VIP participatory learning approach, in which young children *actively*construct their knowledge of the world through their interaction with people, events, materials, and ideas. Together with families we partner in this learning experience, creating a climate in which children become trusting and independent. And they learn the social skills that will help them to succeed as they move into elementary school. |
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Child Abuse and Neglect Training

**Child Abuse Policy**

Successful completion of this Programmed Learning Packet will provide you with one hour of training. This training programmed has tried to duplicate the paper version that is given to each employee, in order to avoid any confusion concerning this very important policy or procedures.

*The purpose of this policy is to clarify reporting of suspected child abuse and violations of licensing standard.*

Scope:

This policy applies to all VIP Staff.

1. **Child Abuse Reporting Procedures:**

The law clearly states that a person who suspects that a child has been abused or neglected by any person must immediately report the suspected abuse or neglect to Child Protective.

* 1. There must be no attempt to verify the suspicion by investigating or confronting the parents or suspected abuser.
  2. An employee may not delegate or rely on another person to make the report. The first person to whom the child discloses the abuse or neglect, or the first person who suspects a case of abuse, must make the initial verbal report. This report may be made anonymously.

Call Child Protective Services at 1-800-800-5556

* 1. If the call to Child Protective Services is not anonymous, staff must fill out a Alleged Child Abuse Incident Management Checklist Forms #1 and #3.
  2. VIP Director will notify the parents of the report if the child is alleged to be abused by an employee.

1. **Violation of Child Abuse and/or Neglect**

A Site Manager, following an accusation of child abuse or neglect against a Head Start employee, should not initiate an investigation. Child Care Licensing (CCL) will conduct the investigation. Any additional questioning by Head Start staff may contaminate the evidence.

The following steps will happen after an employee has been accused of child abuse or neglect.

* 1. The employee who first receives the report of alleged abuse or neglect by another employee shall contact the Child Abuse Hotline 1-800-800-5556.A report will automatically be generated to the Police Department.
  2. The reporting employee will complete and submit the Licensing Violation Incident Management Checklist forms #2 and #3 immediately to the Site Manager. The Site Manager will will notify the parents of the report.
  3. The Site Manager will notify the Director who will then notify the Director and the Associate Director by telephone and hand deliver the Licensing Violation Incident Management Checklist forms #2 and #3 the Human Resource Director immediately before the end of the working day. They will also call the CCL representative to inform them of the report.
  4. The Director and Associate Director will determine whether the employee should be placed on administrative leave with or without pay or be reassigned to the administrative office pending the investigation or be permitted to stay in the classroom.
  5. If the employee is reassigned or placed on approved leave, the employee will be notified via either hand delivery or mailed by certified Letter - with the request for a return receipt, dated and signed by the recipient.
  6. No staff member will discuss the incident until Human Resources Director decides the employment status of the accused staff member.

Any suspected violations be reported to the center's licensing representative as required by the State of IN.

A caregiver may only use positive methods of discipline and guidance that encourage self-esteem , self-control, and self­ direction, which include at least the following:

1. Using praise and encouragement of good behavior instead of focusing only upon unacceptable behavior;
2. Reminding a child of behavior expectations daily by using clear,positive statements;
3. Redirecting behavior using positive statements; and
4. 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.
   1. The Standards
      1. Discipline and guidance of children must be consistent and based on an understanding of individual needs and development.
      2. Positive methods which encourage self-esteem, self-control, and self-direction must be used.
      3. Violations of minimum standards include but may not be limited to the following occurrences:
         1. lack of supervision of children;
         2. inappropriate discipline and guidance of children;
         3. actions which affects children's self-esteem,self-control, and self-direction; and iv. Cruel or unusualtreatment of children

corporal punishment or threats of corporal punishment; pinching, shaking, or biting a child;

hitting a child with a hand or instrument; putting anything in or on a child's mouth;

humiliating, ridiculing, rejecting,or yelling at a child; subjecting a child to harsh, abusive, or profane language;

placing a child in a locked or dark room, bathroom, or closet with the door closed; and

requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age.

* 1. Following an accusation of violation(s) the following reporting procedures will be followed . Disciplinary action w ill be given up to and including termination if these procedures are not adhered to:
     1. The VIP employee who first receives the report of alleged Licensing violation by another employee shall contact the Center's Licensing Representative.
     2. The reporting employee will complete and submit the Licensing Violation Incident Management Checklist forms #2 and #3 immediately to the Site Manager. Site Manager will notify the parents of the report.
     3. The Site Manager will notify the Human Resources Director and the Associate Director by telephone and hand deliver the Licensing Violation Incident Management Checklist forms #2 and #3 to the Human Resources Director immediately before the end of the working day.
     4. The Human Resources Director and the Associate Director will determine whether the employee

should be placed on administrative leave with or without pay or be reassigned to the administrative office pending the investigation or be permitted to stay in the classroom.

* + 1. If reassigned or placed on an approved leave , an administrative leave letter will be hand delivered or mailed by certified letter - with the request for a return receipt, dated and signed by the recipient.
    2. No staff member will discuss the incident until Human Resources Director decides the employment status of the accused staff member.

1. **Actions/Results of Child Protective Services Findings**
   1. If this is a licensing statutes violation, a conference will be held with the Site Manager, Human Resources Director and Associate Director to determine type of disciplinary action to be taken.
   2. If it is agreed that the findings are not of a physical contact the Site Manager will place the employee on disciplinary action , a plan of action , with the follow-up and review dates to address the outcomes/results of the training.
   3. A copy of the plan will go to the following:
      1. Employee
      2. Director

Site Manager and the Education Department will observe the employee in the specified time period. The Associate Director will be notified of the results. If it is found that the employee has not adhered to this plan of action , Human Resources Director will review their status of employment.

1. **Procedure for employee, volunteers and paid parents who are arrested for any criminal offenses of the Penal Code.**
   1. If a staff, volunteer or paid parent is arrested for any criminal offenses of The Penal Code it is to be reported within 24

hours of the arrest.

* 1. The staff member,volunteer or paid parent will be suspended until the matter is resolved by the legal system. Staff members will be suspended without pay pending investigation. If the investigation lasts more than sixty days the employee's position will be staffed according to the agency's needs. If the investigation lasts more than 120 day then the Employee will be terminated .

*(Note)* Head Start has sole discretion to immediately terminate any employee at any time for suspected abuse, regardless of the type, severity or manner,or any violation of this policy.

Alleged Child Abuse Incident Management Checklist

Form #1

*Check Here*

*Date*

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*Action Taken*

Employee contacted the Child Abuse Hotline: 1-800-800-5556

Reporting form #1 and #3 is sent to the Site Manager, Human Resources Director, Associate Head Start Director and Head Start Director immediately.

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lsite Manager has notified the parents of the report regarding the employee.

4.

Site Manager has notified Director by phone

5.

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IIHuman Resources Director determined status of employee.

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Administrative leave letter regarding the status of the employee will be given

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Assessment of plan of action done on employee.

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If it has been determined that an employee has not violated the policies concerning abuse

or neglect, the Human Resources Director will be notified along with the Associate

Directors, the Director, and the Site Manager. If it determined more training is necessary, the employee will be placed on a plan of action.

Follow up on plan of action by Site Manager and Education Content Area. I

11. Other relevant information --------------------------

Date!Time/Name of person who reported the incident of alleged abuse \_

1. Name of person reviewing the checklist \_ \_

*Site Manager Date*

*Director Date*

**Form #2**

c=JI *Check Here* II *Date*

II

*Action Taken*

ITJI

I

Employee contacted the Center's Licensing Rep.

Reporting form #2 and #3 is sent to the Site Manager, Human Resources Director, Associate Director and Director immediately

!Site Manager has notified the parents of the report regarding the employee.

o=JI

I

Human Resources Director determined status of employee.

Administrative leave letter regarding the status of the employee will be given

If it has been determined that an employee has not violated the policies concerning Licensing Standards

11. Other relevant information --------------------------

* 1. Date/Name of person who reported the incident of alleged abuse ----------
  2. Name of person reviewing the checklist \_ \_

*Site Manager Date*

*Associate Head Start Director Date*

*Human Resource Director Date*

**Form #3**

SUSPICION OF CHILD ABUSE OR NEGLECT

(Due to the critical nature of this document, complete this form on a computer, typewriter, or use handwriting that is legible.)

Center \_ \_ Date------

Child's Name \_ \_\_ Date of Birth \_ Case#\_

(assigned by CPS hotline} Staff Member's Name Who is Making the Report \_

CPS Staff Member's Name Who is Taking the Report'---------------­ Documentation of Incident and Related Events:

*SIGN AND RETURN THIS FORM TO Director*

Child Abuse Policy and Procedures

I, , have received a copy of the Child Abuse Policy and Procedures. By signature below I acknowledge receipt of and compliance with the Child Abuse Policy and Procedures.

*Signature Date*

*Test Questions:*

* + 1. D True D False
    2. D True D False

*3.* D True D False

1. D True D False
2. D True D False
3. D True D False

*The law states that a person must report that a child has been abused only after* some

*evidence has been gathered.*

*Reporting of child abuse must be done by someone in authority within our agency.*

*The initial report to Child Protective Services can be made verbally and anonymously.*

*Whether the report to CPS is anonymous or not the employee must fill out the required forms, Alleged Child Abuse Incident Management Checklist Forms #1 and #3.*

*The Site Manager will notify the parents of the report if the child is alleged* to *be abused or neglected by an employee.*

*If an employee has been accused of child abuse or neglect, the Human Resources Director and the Associate Head Start Director will determine whether the employee should be placed on administrative leave with or without pay or be reassigned* to *the administrative office pending the investigation or be permitted to stay in the classroom.*

7. D True

1. D True
2. D True

D False *Any suspected violations of the Standards must be reported to the Department of Child Services*

D False *Discipline and guidance of children must be consistent and based on an understanding of age-related needs and development*

D False *If a staff, volunteer, or paid parent is arrested for any criminal offenses of the Penal Code it is to be reported within 24 hours of the arrest.*

After completing this instrument, provide your Staff ID number, click you work "content area" and "job location". Forward to the Training Department. Your name is verification that you have read and understood the content of this module and have completed this learning program in good faith, and are willing to practice the principles outlined.

First Name Last Name V Job Location V

After sending your results to Director, please take the time to complete the training evaluation form

VIP Kinder College, Inc.- VIP Program Policies and Procedures

**Child Guidance and Behavior**

POLICY:

Positive behavior strategies will be used when teaching children how to manage their own behavior to help in becoming school ready. Child guidance and classroom management decisions will promote positive social skills, foster mutual respect, strengthen self-esteem, and support a safe environment.

PROCEDURE:

1. Teachers will plan a safe and developmentally appropriate environment that supports pro-social behavior:
   1. Routines will be established and followed to promote predictability and security for children.
   2. All adults in the classroom are expected to interact with the children in a positive, friendly, and socially supportive way, modeling pro­ social behaviors with each other and the children.
   3. There will be enough structure in the classroom environment to communicate to children what to do and how to use the equipment and materials.
   4. The classroom furnishings and equipment will be checked regularly for safety and will be arranged to promote ease of movement, separation of loud (Musical Instruments, Dramatic Play, Blocks) and quiet areas (Library, Writing, and Listening), large play spaces and small play spaces.
   5. The cultures of the children will be reflected throughout the environment in a positive and inclusive way.

Child Guidance and Behavior Pg. 2 of 3

1. Positive behavioral strategies for guiding and managing behavior of children will typically include the following:
   1. Using praise, encouragement, redirection, and other positive means of recognizing appropriate behavior.
   2. Clearly stating expectations for appropriate behavior.
   3. Teaching children positive social skills through direct teaching, modeling and practice with peers including mental health and social skills activities in lesson plans.
   4. Providing children alternative choices and redirection away from inappropriate behavior. Avoid power struggles with children whenever possible.
2. Develop classroom rules that are clear, reasonable, and consistent. Establish the rules at the beginning of the year, including children in the process:
   1. Classroom rules will be posted in classroom.
   2. Posted rules will include pictures as much as possible.
   3. Establishing, modifying, and discussing rules will be part of the regular class day.
   4. Rules will be consistent with VIP policies and procedures.
   5. Rules will be as few as possible, being clear and reasonable.
   6. The rules will state what the child should do, instead of what they should not do.
3. Intervention for behavior problems should be progressive and based on the situation:
   1. Children who forget the rules are redirected and reminded of the expectations. Refer to posted rules when necessary.
   2. Repeated occurrences of inappropriate behavior require intervention through problem solving.

Child Guidance and Behavior Pg. 3 of 3

1. When a child presents dangerous behavior with the potential for harming themselves or others, staff will intervene immediately. Additional strategies could include: Removing the child from the immediate situation, providing time to calm down, problem solve and plan how to re-enter the play environment.
2. For the safety of the child and staff, crisis intervention for the child displaying dangerous behavior will not exceed gentle but firm physical guidance and direction, holding the child only long enough to get them to a safe place to calm down. Physical restraint is not to be used as a routine procedure without an approved, signed behavior plan specifying its use.
3. The use of corporal punishment is strictly forbidden. Use of such methods will result in immediate termination.
4. Withholding food, or access to the bathroom, name calling, or any other form of demeaning treatment is strictly forbidden. Use of such methods will result in disciplinary action up to and including termination.
5. Behavior that is chronically unacceptable may be an indicator that further support and assessment is needed. This support may include an in-house referral to the mental health professional.Special support may be required during the time of referral and assessment. The mental health consultant and management staff should be included in planning the necessary support.
6. Continual communication with parents must be maintained concerning the child's behavior through staff observation (anecdotal) note taking. Staff will be sensitive to different cultural beliefs and values.

VIP Kinder College, Inc.- VIP Program Policies and Procedures

SUBJECT:

**Standards of Conduct**

POLICY:

The program ensures that all staff, consultants, and volunteers abide by the program's standards of conduct.

PROCEDURE:

1. These standards specify that staff consultants, and volunteers will:
   1. Respect and promote the unique identity of each child and family and refrain from stereotyping based on gender, race, ethnicity, culture, religion, or disability.
   2. Follow program confidentiality policies concerning information about children, families and other staff members.
   3. Assur that no child is left alone or unsupervised while under their care
   4. Refrain from using any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child
   5. Use positive methods of child guidance and not engage in corporal punishment. Corporal punishment is defined as physically striking or hitting a child in any manner that is meant as a punishment.
   6. Not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.
   7. Not bind or tie a child to restrict movement or tape a child’s mouth.
   8. Not use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child’s family.

1. Not use physical activity or outdoor time as a punishment or reward.

1. The program ensures that all employees engaged in the award and administration of contracts or other financial awards sign statements that they will not solicit or accept personal gratuities, favors, or anything of significant monetary value from contractors or potential contractors.
2. Staff members will not falsify VIP Kinder College related information of any kind for any reason including an attempt to help a child qualify for services by requesting or encouraging incorrect information from a parent or family member.
3. If a staff member is accused of abuse against an enrolled VIP child or using any form of corporal punishment, the individual will be immediately suspended from his/her position of interacting with children until an investigation is conducted and it is determined whether the claim is substantiated. If it is found that the staff person is guilty of child abuse/corporal punishment, their employment with VIP Kinder College will be immediately terminated.

VIP Kinder College, Inc.- VIP Program Policies and Procedures

**Daily Health Checks**

POLICY:

Children will be observed for signs of illness or injury which could compromise their health and safety or the health and safety of others.

## PROCEDURE:

1. Teaching staff will observe children as they enter the classroom each morning for any adverse signs indicating illness or injury. Attention will be given to children who have been absent due to illness or who have been exposed to a communicable disease.
2. Children who appear alert, responsive and in good health will begin their daily routine.
3. If it is determined that a child is not able to actively participate in the daily routine due to illness, the parent or authorized person from the Emergency Contact List will be contacted to come pick up the child as soon as possible.
4. Staff observations of illness or injury will be documented on the Remind app. This will include description of concern and any recommendations or referrals. Parent comments will be documented on this also. This will be added archives in Remind, and documentation place in child's folder. This will also be documented on DCMI Food Program with a "absent due to illness" when there is a problem.
5. If staff suspect's that the child's illness or injury is due to abuse and/or neglect, the child will remain in the classroom and a report will be made immediately to the Department of Child Protective Services. (See Reporting Child Abuse and Neglect policy).

Daily Health Check Documentation Sheet

Child Name:-------------­  Parent{s) Name:----------------- Date:---------

Description of Problem (s): -------------------------

Was parent/guardian contacted? *Please circle one:* YES NO

Parent Comment if contacted:------------------------

Did child go home? *Please circle one:* YES NO

Staff Signature & Title:--------------------

**REPORTING CHILD ABUSE** *I*

**CHILD PROTECTION**

**(Suspected Abuse/Neglect)**

To: **Child Abuse and Neglect Hotline 1-800-800-5556**

##### Student's Birth

Name Address

--------------- Date

* ---Sex

##### Names of parents/guardians

School

---------Grade - -

Teacher -------

##### Description of injury (use reverse side of form if necessary)

Referral source: Name

 Position -----

*Symbols: Severity:*

A = Abrasion **(1)** = Mild

**Bl** = Blister (2) = Moderate

Bu = Burn (3) = Severe Br = Bruise

##### La = Laceration Le = Lesions

s = Scar

**R** = Rash

##### V = Vermin

0 = Other (describe)

##### Signature and Title of Person Making the Report Date

To whom reported

-Date of oral report - -

Copy filed in office

VIP Code of Ethics

As an employee of the VIP program, I promise to adhere to the following standards:

* + I will care for every child entrusted to me with love, understanding and respect
  + I will treat each child as an individual and always remember that they are unique in their own way
  + I will view each child and family as equal regardless of outside factors
  + I will assure the confidentiality of all child and family information that is shared with me
  + I will treat other staff members with kindness and respect
  + I will work toward fulfilling all program goals that may be in place currently or developed in the future
  + I will dedicate my efforts toward enhancing the lives of the children and families we serve
  + I will focus my attention completely on the children in my care to assure that they are never left alone or unsupervised
  + I will follow all program policies and responsibilities set forth in my job description
  + I will only use appropriate forms of discipline recommended for this age group
  + I will not use any negative methods of child discipline such as corporal punishment or denial of basic needs.

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***Child Abuse/ Neglect Report***

*You are a mandated reporter of child abuse/neglect.*

*Hotline: 1-800-800-5556*

*if you suspect that a child has been abused or neglected; you are required by law and Head Start Regulations to report that suspicion. You are reporting an incident a suspected child abuse/neglect*

*Has this incident been reported to Family Services? Yes or No* *Did you identify yourself as an Employee? Yes or No*

*Hos a report been made to the parents? Yes or No* *Did the incident reported involve another VIP Child? Yes or No*

*Did the incident involve a staff member or volunteer? Yes or No* *Did the incident occur at the Childcare Home? Yes or No*

Child's name: Date of Report Time of Report:

Reported By: Type of abuse/neglect Emotional Abuse Details of Incident:

Your Name: Your Email Address: Your Center:

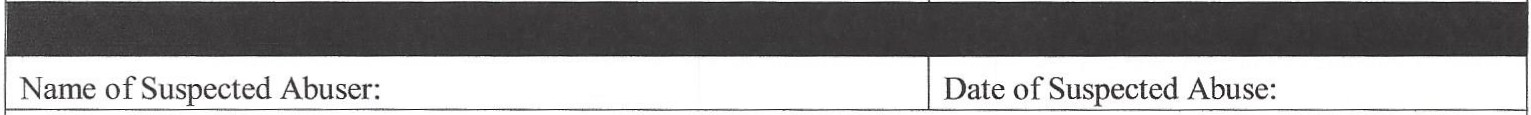
A copy of this form will be sent directly to the Program Director but not to the Site Supervisor. It is your responsibility to see that your Site Supervisor receives a copy of thiss form.

*Child Abuse/Neglect Report Form*

1-800-800-5556 Location - ---------

*Complete the following information in as much detail as possible*

|  |  |
| --- | --- |
| Child's Name: | Birthdate: |
| Mother's Name: | Birthdate: |
| Father's Name: | Birthdate: |
| Guardian: | Birthdate: |
| Siblings: | Birthdate: |
|  | Birthdate: |
|  | Birthdate: |
| Others Living in Home: | Birthdate: |
|  | Birthdate: |
|  |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Behavioral Indicators: | | | | |
|  | | | | |
| Physical Indicators: | | | | |
|  | | | | |
| Other Indicators: | | | | |
|  | | | | |
| How Was Abuse/Neglect Brought To Your Attention? | | | |  |
|  | | | |
| *Indicate In Red Any Abnormal/Unusual Suspected Physical Findings Below* | | | | |
| Type of injury (Check One) Color (Check One) | | | t Fe | |
| Laceration Bruise Burn Abrasion  Other (describe) | Black Blue Purple Red  Yellow |  |
| Size (approx.) Brown | |

|  |  |  |
| --- | --- | --- |
| Child's Comments | | |
|  | | |
|  | | |
| Is there evidence or suspicion of prior abuse/neglect or incest? *(Circle one)* YES D NO D | | |
| [Describe: | | |
|  | | |
| OCs there knowledge of siblings being abused? *(Circle one)* YES ! I | | NO i I |
| [Describe |  |  |
|  | | |

|  |  |
| --- | --- |
| I Hotline call made to | Agency Name |
|  | Address |
| City |
| Phone |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Call Made By *(Please Print)* I Position | | | | |
| *Write a Brief Summary of Suspected Incident* | | | | |
|  | | | | |
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|  | | | | |
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|  | | | |
|  | | | | |
| Send completed form to Program Director in an envelope marked CONFIDENTIAL in red immediately after hotline call is made. | | |  | |
| Signature |  | I Date |

**Creating a School Family with Conscious Discipline**

VIP staff establish a school family environment which creates a safe, caring classroom that fosters meaningful academics and social learning. Part of building this school family includes each child having a meaningful job, creating rituals, setting classroom commitments, and building connections with each child. The school family promotes and encourages kindness and helpfulness.

* Classrooms will practice the Safe Keeper Ritual: My job is to keep you safe. Your job is to help keep it that way! Safety is the core of the classroom.
* Verbal abuse or derogatory remarks about the child, his/her family, or their race, religion, culture or economic status will NOT be used or permitted.

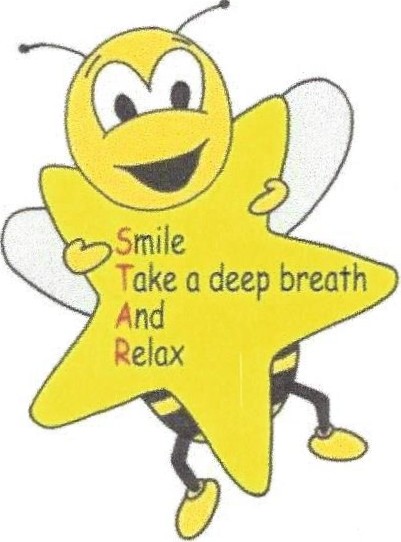
Welcome School Family!

# My job is to keep you saf e!

It is your job is to help keep it that way!

* + Children will learn anger management,

helpfulness, assertiveness, impulse control, cooperation, empathy, and problem solving skills.

* + Breathing techniques will be taught as a way to relax,become calm, regain composure, and maintain control. Star, balloon, drain, and pretzel are some examples.
  + The Safe Place in the classroom provides an opportunity for children to remove themselves from the group in order to become calm, regain composure, and maintain control when upset, sad, angry or frustrated. Children go to the Safe Place in order to be helpful and not hurtful to themselves and others. There may be breathing techniques posted, family photos, squishy balls, comfort bag, or many other things there to help manage feelings. Time out will not be used.
  + All children shall be within the sight of an adult. No child shall be left alone at any time.
  + All behavior is viewed as a call for love (help) and will be seen as an opportunity to teach the child skills so that next time the child/children will be better able to handle the situation on their own. Children will be involved in the conflict resolution process.
  + Staff will help the children to be successful instead of attempting to make or "get them" to behave. For example, the perspective, "How can I get this child to clean up?" will be changed to, "How can I help this child be more likely to choose to clean up?"
  + The staff will focus on what they want the child to do! Instead of saying, "No pushing, you know better than to push your friend, you need to be nice to your friends." Say," When you want your friend to move, say, 'Move please.' Tell him now for practice."
  + Children will be offered choices and given consequences. For example, "When you throw the blocks, one of your friends could get hurt. You can throw the ball when we go outside and you can build with the blocks. If you choose to throw the blocks again, you will have to leave the block area. We are going to keep our friends safe."

#### **Positive Behavior Support/ Discipline Purpose:**

The purpose of this policy and procedure is to provide guidance to all VIP Start Staff, Volunteers and Contractors in the requirement for support of positive behavior and definition of acceptable discipline methods.

#### Scope:

This policy and procedures apply to all Staff, Volunteers and Contractors. VIP will provide all children with support for positive behavior that is conducive to the development of social competence in young children and good order in the classroom. It provides for the safety and well-being of all children and staff.

#### Policy:

It is the policy of VIP to provide all children with support for positive behavior that is conducive to the development of social competence in the individual, an atmosphere that provides safety to all children and staff and an environment in the classroom in which opportunities for learning are optimized.

Each classroom will conduct an Early Childhood Environment Rating Scale (ECERS) prior to start­ up, with follow-up by the Area Supervisor. The Area Supervisors will conduct a second ECERS by the end of January. Also, within that program year a Social/Emotional assessment will be conducted. VIP Staff will identify children that have demonstrated potentially negative or challenging behaviors in the classroom or at home. Through documented of VIP observation, and in collaboration with parents, staff will develop strategies that provide for the individual needs of the child to find socially acceptable ways in which the child may obtain or remove the causal factors of challenging behaviors and to provide support for positive productive emerging behaviors.

Staff, Volunteers and Contractors will not engage in the physical restraint of any child, unless there is a real and present danger of serious injury to the child, other children or staff. When such restraint is used, full and complete documentation of the incident and the actions taken will be reported immediately to the Program Director.

#### Procedure:

* Staff will directly teach classroom rules, expectations and behavioral requirements to children.

0 They will discuss adult expectations in an age appropriate manner and on a daily schedule to ensure that children are aware of what is expected of them

0 Staff will ensure all children have been taught acceptable means of satisfying adult requirements for their behavior

0 Rule making and teaching will be positive, and rationales explained to children.

* As early in the school year as possible and on a regular basis, staff will document challenging behaviors by children and responses by adults.

Child case notes will be used for this purpose

0 As soon as patterns of challenging behaviors emerge, staff will seek the advice and assistance of their immediate supervisor

* + Staff and supervisors will develop plans for assisting children in finding acceptable ways of meeting their needs.
  + Plans will include a determination of the need for referral to appropriate professionals for assessment
    - The Director will be notified before any referral is made.
  + Staff will develop curricular plans that will address the behaviors without humiliating or punishing the target child.
  + Plans will identify the role of each staff member, volunteer, and contractor in the implementation of plans so that an orchestrated and coordinated approach to providing positive support to appropriate behaviors can be achieved.
  + Staff will discuss and plan for inappropriate behaviors presented by identified children in advance.
    - For children, whose behaviors present minor problems, informal plans may be made that staff will implemented on a regular and consistent basis to assist the child to conform to expectations of appropriate behavior.
    - For children who present more aggressive and disruptive behaviors; staff will develop a formal plan of addressing identified children's behaviors that center on concerted efforts by staff to identify and reinforce appropriate behaviors for the child, when they occur.

Children who develop a pattern of challenging behaviors will be discussed in staff meetings to identify:

* + the antecedent or triggers for challenging behaviors,
  + how behaviors are expressed and
  + the consequences/results of the behaviors that are reinforcing the undesirable behaviors.

0 Staff, Volunteers and Consultants will support the behaviors of identified children in a manner that will assist the child in identifying and developing the skills necessary to function appropriately in his present Head Start environment, at home and prepare him for his future experiences in school.

0 Environmental, curricular, and classroom routine will be evaluated for factors that may trigger or reinforce inappropriate behaviors of the child.

Children who do not respond to classroom planning and program individualization will be referred to the Support Team. Appropriate team members will observe the classroom and child prior to convening a team meeting to address the challenging behaviors.

#### Guidance:

All staff will adhere to the philosophy of positive behavior support.

* Build Positive Relationships with Children, Families and Colleagues

0 Be consistent with children and notice when they are following expectations Communicate with children at eye level

0 Verbally interact with children during routines and activities

0 Participate in children's play when appropriate

0 Show respect and consideration to all

0 Examine own attitudes toward challenging behavior

* + Establish Classroom Preventive Practices

0 Arrange traffic patterns in classroom so there are no wide-open spaces Clearly define boundaries in learning centers

0 Establish and enforce clear rules, limits and consequences for behavior

0 Provide a variety of materials in all learning centers

Consider children's interests when deciding what to put in learning centers

0 Make changes and additions to learning centers on a regular basis

0 Provide a well-balanced schedule of large and small group activities

0 Implement schedule consistently

0 Teach children about the schedule and explain changes when necessary

0 Ensure that transitions are smooth, by providing warnings, expectations and that wait time is held to a minimum.

* + Utilize Social Emotional Teaching Strategies

0 Interact with children to develop their self-esteem

0 Demonstrate active listening with children

0 Show empathy and acceptance of children's feelings

0 Show sensitivity to individual children's needs

0 Encourage autonomy

Capitalize on the presence of typically developing peers

0 Use prompting and reinforcement of interactions effectively

0 Provide instruction to aid in the development of social skills

0 Promote identification and labeling of emotions in self and others

0 Explore the nature of feelings and the appropriate ways they can be expressed

0 Model appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day

Create a planned approach for problem solving processes within the classroom

0 Promote children's individualized emotional regulation that will enhance positive social interactions within the classroom.

* + Us Intensive Individualized Interventions when necessary

0 Team with family to develop support plans

0 Use a functional assessment

0 Develop and implement behavior support plan

0 Teach replacement skills

0 Monitor progress

#### Common rules:

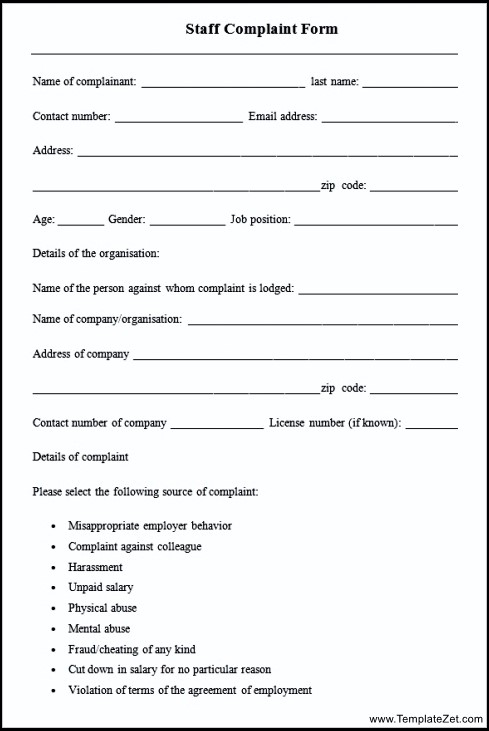
I . Staff should observe situations that are known to trigger inappropriate behavior and try to diffuse these situations before they occur.

* 1. Requests to children will be stated in a positive way. Recognizing appropriate behavior
  2. Quality time-a child may need extra attention, take the child for a walk, read a book. Allow the child to help staff or volunteer with a special project.
  3. Praise and encouragement of good behavior shall be used instead of focusing on the unacceptable behavior. Expectations for a child's behavior shall be appropriate for the developmental level of that child.
  4. Redirection is the first method to be utilized when an eruption is beginning.
  5. Only constructive, age-appropriate methods of discipline shall be used to help children develop self-control and assume responsibility for their own actions.
  6. Children shall not be shamed, ridiculed, or spoken to harshly, abusively or with profanity. No discipline technique that is humiliating, threatening, or frightening to children shall be used.
  7. Children shall not be permitted to intimidate or harm others, harm themselves or destroy property. If a child becomes out of control and combative, try to lead them from the room. If he or she does not want to go the distance the group from the child.

Documentation of the events of the classroom is to be done following each incident. Documentation should include staff interactions, peer interactions, intervention/strategies taken during the inappropriate behavior and after the behavior. Ongoing records can be helpful to center staff, parents and program specialist in assessing behavior and developing a plan to modify behavior. All documentation will fact based no opinions.

Communication of concerns should be ongoing. Take time to brainstorm about actions that might be taken to solve the discipline problem. Focus on positives and take steps to involve the parent in the proposed solution.

After careful evaluation of the environment, developmentally appropriate activities, schedule, supplies, supervision, staff interaction, peer interaction and a child continue to exhibit inappropriate behavior, contact the Director.

VIP Kinder College

3300 College Ave, Terre Haute, IN 47803

Student Handbook



Family Child Care

812-235-0101

Vipkindercollege.weebly.com

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**Welcome!**

**Thank you for choosing VIP Kinder College family childcare! We would like to extend an open invitation to you to drop in often for informal visits. This will give us the opportunity to become acquainted with your entire family and will allow us to provide optimum learning opportunities for your child. Our doors are always open to you. We offer a relaxed and casual, yet intentional, learning setting geared toward the needs and interests of each child and each parent who is a part of our school. We try to take into consideration individual differences and special abilities as well as family cultural patterns.**

**The VIP Family Child Care Mission Statement is** to provide the Wabash Valley community with quality year-round childcare for children ages 6 weeks through 5 years. The goal of VIP Child Care is to promote the children’s healthy emotional, social, physical, and cognitive growth and development by providing a child-centered, active learning environment characterized by highly qualified teachers, low group size, and developmentally focused classrooms.

**The learning outcomes at VIP Family Child Care are:**

* **Students will develop positive social skills and appreciation and respect for differences in all people including backgrounds, physical characteristics, developmental level and family groupings.**
* **Students will discover how to work, play, cooperate with others and function in a group beyond their family.**
* **Students will demonstrate they can move confidently and imaginatively with increasing control and coordination and an awareness of space and others.**
* **Students will acquire fine and gross motor, cognitive and creative skills in literacy, language, math, science, art and social studies appropriate for the developmental level. Students will use independence, self-discipline, self-esteem and confidence in decision making.**
* **Parents will be made aware of the developmental milestones for the various age groups and various screening options in our area.**

**Visit us often. We want you to know VIP Family Child Care is a good place because you have been there and have seen it firsthand.**

**We thank you for allowing us to join with you in providing the care, love, and nurturing of your developing child. We look forward with excitement to the school year ahead!**

**Yours most sincerely, Director and Crew**

**FAMILY CHILD CARE PHILOSOPHY AND GOALS**

We believe that children learn through play, concrete experiences and interactions with the environment, their peers and adults. By the use of individual, small and whole group activities, plus a variety of experiences, we encourage children to develop to their full potential. It is the teacher’s role to develop activities and curriculum that:

* + - Promote the development of independence and self-discipline.
    - Encourage and foster the development of self-esteem and confidence.
    - Promote the development of fine and gross motor, cognitive and creative skills in literacy, language, math, science, art and social studies.
    - Promote the development of a safe and healthy lifestyle through physical activity personal hygiene, safety awareness, and nutrition education.
    - Promote the development of positive communication skills
    - Promote the development of positive social skills and appreciation and respect for differences in all people including cultural backgrounds, physical characteristics, developmental levels and family groupings.

**GENERAL INFORMATION**

* **All children must have immunization records on file within their first week of attendance.** They must be replaced with updated records once a year. **Children services will be denied** if we do not have up-to-date immunization records on file within one week of registering your child. Parents can complete a Rusfual to Vaccinate form if the family declines vaccinations for the child(ren).
* **We are required** to verify each child’s birth date. You must bring your child’s original birth certificate (or duly attested transcript of a birth certificate) for us to photocopy.
* Each year we will need a copy of your emergency contact information. These are used in case we need to call you for a particular reason.
* If a teacher is sick or needs the day off for any reason another staffer will substitute in their place.

Groupings are flexible and children intermingle freely throughout the school day according to capabilities, individual interests, needs and differences.

Staff members are certified in CPR and first aid training. All staffers have full FBI Background checks and Drug screening upon employment. Each is required to take training on Child Abuse and Neglect modules and Safe Sleep Practice. They participate in childcare training workshops in order to remain alert to the findings of current research and the ever-changing needs of today’s families. VIP Family Child Care is a member of both Nation Association of Education of Young Children (NAEYC) and National Association of Family Child Care (NAFCC).

The Child Care facility is open to all children, regardless of race, nationality, or creed, who may benefit from our type of program. The child must be **at least 6 weeks to Preschool age.**

All that we expect of the children is that they come to the Child Care Home with respect for others and to be themselves. What we expect of parents and guardians is that you read the operating procedures in this handbook and in other notes and newsletters we may send you. Feel free to be a part of the school, offering comments, constructive feedback, and suggestions, as well as moral and financial support.

We reserve the right to dismiss a disruptive child. If an incident occurs with your child, you will be told about the problem verbally. A written warning will be given to you if the problem continues. The next step is dismissal from the Family Child Care. Your child will be allowed to return the following day but after behavioral expectations are reviewed. At the time, your child will be on a probationary status. If an incident occurs again, your child will be dismissed from the Family Child Care permanently.

**OPEN DOOR POLICY**

VIP Family Child Care offers an “Open Door” policy. Please feel free to stop by unannounced to observe your child, eat lunch with your child or to just visit the Child Care. We encourage your suggestions, comments, or concerns regarding the care your child receives. If more conference is needed, we can hold them each in the spring and the fall with teacher and director. We do converse daily and enjoy sharing the success of the moment!

**ENROLLMENT**

Enrollment is on a first-come, first-enrolled basis, and is done anytime a spot becomes available. VIP maintains waiting lists and fills spots from that list. The registration form is available upon request from our office. This form can also be found on our website: <http://www.vipkindercollege.weebly.com>

In making enrollment decisions, first priority is given to children with siblings currently in our program, regardless of race, religion, gender, creed, national origin, or special needs. When enrolling your child please make us aware of any special needs that your child may have so that we may address these needs appropriately. When enrolling new students, no preference is given to one constituent group over another.

**AGES**

**Six weeks old through Preschool Age.**

**HOURS OF OPERATION**

Monday –Friday 7:00 a.m. - 5:30 p.m.

VIP Family Child Care closes for the following Holidays:

**Labor Day**

**Veterans Day November 11th**

**Thanksgiving Break (Thursday and Friday)**

**Christmas Break (between Christmas and New Year’s, yearly dates will be given)**

**Spring Break (Coincides with Vigo County Schools)**

**Memorial Day**

**Independence Day**

**VIP Kinder College reserves the right to close due to bad weather.**

**Financial Arrangements**

***TUITION FEE SCHEDULE***

**Registration Fee (Deposit)**

**per child $100.00 Families of 2 or more $120.00**

**Weekly fee (On Monday)**

**Diapered $165.00 Toilet Trained $155.00**

VIP Family Child Care requires tuition payment in full on Monday mornings. Payments are due before service is provided and any remaining balance will be posted at the facility. Fees can be paid online through your banks bill pay but must be in our mailbox promptly Monday of each week. Tuition can also be paid bi-weekly and monthly based on your preference. Consistent lateness with payments will be caused to withdraw your child from VIP. Accounts reaching a negative balance will have childcare services suspended and a Small Claim filed until the amount dues is paid.

You are required to pre-pay for your hours at VIP Family Child Care. Account balances for the week will be available the following Monday in the Office by request. VIP services will be suspended for unpaid balances until the balance is paid in full. Please make checks payable to VIP Kinder College and your child’s name is on the check to ensure the correct account is credited. All fees must be paid for the days a child registered to attends. If a child is absent, fees are still due in full. Once payment is made, **NO** refunds are given.

**AUTHORIZATION TO PICK UP CHILD**

No child will be released to a person not authorized by a parent to pick the child up on the registration form. Any changes must be submitted in writing. Any adult who will pick up the child will be required to show a picture ID and be listed on the child’s registration form as authorized to pick up or have prior written authorization. **VIP Family Child Care will not release your child to anyone without prior written authorization or to anyone not listed on the Registration Form.**

**CUSTODY**

If there is any problem regarding custody of a child, a copy of the court document verifying legal custody must be on file with the Office. VIP will not be placed in the position of arbitrating a child’s departure or parents’ visitation rights.

**MEDICATIONS**

State regulations require a copy of a written order or prescription from your physician before we can administer any prescribed medications to your child. In addition, state law requires that prescription medication be delivered to us in the original container and bear the pharmacy label with your child’s name, prescription number, the date it was filled, and instructions for use. Parents must fill out and sign a medicine permission form, either daily or weekly, so the staff can administer the medication. After the medication is no longer required, please make sure it is taken home. Unused and/or expired medicines will be disposed of if they are not taken home within 30 days of last day of attendance.

The children may be given over the counter medication such as pain reliever if given written instructions by parents and stored in original container in the cabinet.

**TOILET TRAINED**

A child is potty trained when he or she *knows* when they need to use the restroom and take the responsibility to *go* on their own. A child that is toilet trained is one that can ask to use the restroom and stays dry during the day. Regular bathroom breaks and hand washing opportunities are structured throughout VIP’s daily schedule.

**Field Trips**

For insurance purposes we are not to transport the children on the field trips. We let the families know well in advance to take the time off and transport the children. All options are exhausted to not only make all field trips fun but at a low cost. The opportunities in the Wabash Valley are abundant and ready for our families to take part in.

**NUTRITION**

Each day we serve a catered, nutritious lunch as well as morning and afternoon snacks in accordance with the Child and Adult Care Food Program (CACFP) guidelines.

Children who arrive before 8 AM are offered a simple breakfast. All children are served a snack at 9:30 AM and at 3:30 PM (or upon waking from nap). Lunch is served at 11:45 AM.

Variations to a child’s diet due to allergies or medical reasons will be made with written instructions from the child’s physician. Variations to a child’s diet due to religious or personal beliefs shall be made with the written statement from the child’s parent. For special diets, the Center may request the family to supplement food served by the Center. On occasion, families request to bring foods from home for their child. Campus Children’s Center will work collaboratively with families regarding home food with the following guidelines:

* Foods meet the CACFP guidelines
* Foods & beverages are labeled with the child’s name and date
* Foods are transported at a safe temperature and stored safely at the center
* A *Safe Transportation* form is signed and in the child’s file.
* A note from the child’s doctor is provided.

For foods brought from home, we agree to:

* Ensure that food requiring refrigeration stays cold until serving
* Provide supplemental food if necessary.
* While food is not allowed for birthday celebrations, if you are interested in sharing food with the classroom please first talk with the teachers. All food that comes from home for sharing among children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers.

When eating snacks and meals at Campus Children’s Center children are encouraged to taste all foods on their plate. If they do not prefer a certain food, they are not required to eat it. Our desserts are usually fresh fruit or yogurt and are always offered regardless of the amount of food eaten during the meal.

Because some enrolled children have severe allergies, foods from home should not be shared with other children. If a family is planning to do a cooking activity with a classroom, the classroom teachers will purchase the necessary ingredients for the activity.

If your child’s eating habits seem to be unusual or abnormal at any time, one of your child’s teachers will notify you. If you have a specific nutrition concern regarding your child, please consult with the teacher or Director.

**QUIET/REST TIME**

At VIP Child Care, we believe that after a busy morning of high energy interactions in a classroom full of other children, rest is an important and necessary part of the day for every child, whether he/she is 1 year old or 5. Each classroom has a Rest Time that lasts approximately 2 hours. For the first half hour to 45 minutes of this time, children are lying on cots and encouraged to rest. During this time some children fall asleep, others do not. Teachers and rest-time aides are available to rub backs if requested by the child. Gentle music or stories are often played to help encourage a restful environment. After 30 minutes, those children who have not fallen asleep are offered opportunities for books, puzzles, journals and other quiet activities. Please talk with the classroom teacher regarding your child’s sleeping needs, habits, and the classroom’s procedures.

**PARTIES AND CELEBRATIONS**

We recognize that birthdays are incredibly special occasions, especially for children, and we will work with you help recognize your child’s birthday in a simple, meaningful way. For birthday celebrations we ask that if you wish to bring a treat in to share with the classmates please give small items such as cookies or the miniature cupcakes. CACFP requires us to provide nutritious snacks and meal so any addition would be extra for the mealtime.

**YOUR CHILD’S DAY**

As stated in our Philosophy of Education, we structure the day at VIP Child Care in a way that allows the children the opportunity initiate activities related to their interests. A large part of your child’s day is spent in free choice time offering them opportunities to learn through their play. Each classroom has a daily schedule posted, as well as curriculum plans that the teachers design according to their observations of the children and children’s interests.

**WHAT TO BRING**

Your child should attend each day dressed to play. A wide variety of activities take place at our center every day. We recommend clothes that allow for freedom of movement and full participation in messy activities. All your child’s belongings should be labeled if brought to the center. Please provide the following for your child while at the center:

* At least one seasonal change of clothes
* We always recommend safe footwear for children
* Disposable diapers in unopened packages. Teachers will inform you when your child’s supply is low.
* In the early stages of toilet learning, plenty of extra underwear!
* Comfort for resting and making the transition to school easier
* Boots mittens, hat, warm coat and snow pants or snowsuit during cold weather. Scarves present a choking hazard and are not recommended for young children.
* Swimwear, hat, water shoes, during warm weather for outdoor water play.

**WHAT TO LEAVE AT HOME**

We ask that you leave candy, money, food, gum, electronic games, and at home or in the car. Show and Tell on Fridays for our Preschoolers is the one opportunity to share these items.

**Children with Special Needs**

WORKING COLLABORATIVELY WITH FAMILIES OF CHILDREN WITH INDIVIDUAL FAMILY SERVICE PLANS (IFSPs) AND INDIVIDUAL EDUCATION PLANS (IEPs)

ECES welcomes all children to be a part of our center communities. Children may enroll who have pre-determined disabilities or special learning needs. Additionally, it may be determined that a child has disabilities or special learning needs while in our care. It is our goal to be collaborative team members with children’s families and other service providers such as therapists and teachers of record.

* When children enroll with IFSPs or IEPs, one of the child’s teachers will be determined to be the primary teacher for communication and follow-through on the child’s goals and objectives. The other full-time teacher will still be very much involved in the child’s care and education.
* Upon enrollment, the teachers meet with family members and therapists to discuss the goals and objectives for the child and design plans within our philosophy and practice of how the classroom environment can best support the child. It is the ECES preference for therapy to occur within the classroom so that it is happening within the child’s natural context and so the teachers develop skills to best support the child. However, we understand that there are times and instances when it is best for a child and therapist to pull out of the classroom (direct one-on-one skill development or assessment).
* Because much of the support that a child receives occurs within the classroom by the teachers, it is important for the teachers to be an integral part of the planning for the child. Both teachers will plan to attend all move-in conferences, case conference meetings, and team meetings (for IEPs and IFSPs when applicable). The teachers are available for meetings and conferences between the hours of 12:30 and 2:30. Each center can offer a space for these meetings.
* To ensure solid communication, a notebook is kept for each child with an IFSP and IEP for all team members to write observations about progress on goals. This notebook is always available for family members to view.
* The service team for the child, including family members, teachers, and therapists will review progress on goals regularly so that if necessary, adjustments can be made.
* Occasionally methods recommended by therapists or families come into conflict with the Center philosophy and practices. If this occurs, the service team will meet to discuss potential alternatives.
* When an enrolled child is experiencing challenges that indicate a potential disability or special learning need that has not been identified, the teachers will regularly communicate with the family regarding their observations and if necessary, recommendations for evaluation.

# **CHILD ABUSE AND NEGLECT**

In accordance with Indiana State Law, the Center is required to report to Child Protective Services any suspicion of child abuse or neglect. Staff have visited http://www.childwelfare. gov/pubs/usermanuals/educator/index.cfm.

to examines the roles and responsibilities that all childcare providers have in supporting families and in preventing and responding to allegations of child abuse and neglect, whether in a small family operation or a large child care center. Topics addressed include: • Recognizing physical abuse, sexual abuse, psychological maltreatment, and neglect; • Reporting child abuse and neglect; • Minimizing the risk of maltreatment in child care programs; • Preventing and responding to child abuse and neglect; • Responding to allegations of child abuse or neglect perpetrated by child care providers; • Caring for maltreated children and children at risk for maltreatment; • Supporting parents.

**ASSESSMENT**

Assessing children’s progress requires using an objective, systematic procedure, and communicating the results with the children’s families, for families (parents) are the children’s first teachers. We use authentic assessment that measures the children’s growth in a natural setting of their everyday life. The main tools we use are: samples from children’s work (ex. drawing) and notes from informal observation and communication with families, and *Indiana Standards to Alternate Reporting Kindergarten Ready (*ISTAR-KR*)* and Centers for Disease Control and Prevention Milestone Moments *Learn the Signs. Act Early*. ISTAR-KR is developed by Indiana Department of Education and is the measure of accountability for the progress of individual children within the state’s assessment system.

For more information about our Assessment process, please see your child’s teachers or the office to acquire a copy of the VIP Assessment Plan.

**EMERGENCY EVACUATION PLAN**

In the event of an evacuation of the VIP building the staff will evacuate the children and first meet at the **VIP Kinder College sign** by the parent parking lot to account for all teachers and children. We will then proceed across the street. A binder with emergency contact information for all of the children and staff and a cell phone will be carried by the Director, or in her absence, the person in charge or a member of the Emergency Control Committee. Once the children and teachers arrive at the evacuation location, the Director or person in charge will notify families and instruct them to pick up their child or children..

In the case of a tornado the drill is to head the southeast wall of the basement and the teachers to use themselves cover the children’s head and wait for the warning to pass. The baby house will be evacuated the same in a mobile safe pack ‘n play.

In the case of an intruder coming to the facility the staff would be notified and lock all doors and call 911 immediately. If the intruder gets into the building we would evacuate all children to our safe location at Devaney Elementary School where an armed Police Officer is located at all times.

In Case of a flood we would call parents when the weather report declares and have child pick up immediately. All Plans are located on the children’s classroom bulletin board and each teacher is trained and has a yearly refresher course.

**OUTDOOR PLAY**

Regular outdoor play is an important part of your child’s growth and development. We follow the guidelines and accreditation criteria established by the National Association for the Education of Young Children (NAEYC). All age groups play outdoors except when the severity of weather or air quality poses a safety hazard.

In cold weather children will remain inside when the wind chill temperature is 25 degrees or below. The length of time spent outside will be gauged by the comfort level of the children. All children should come with appropriate outerwear to protect them in seasonal conditions. Snow pants and boots should be supplied on days when there is snow on the ground or in the forecast. Rain boots should be supplied to allow children the freedom to explore the puddles after a rain.

In extremely hot weather we will continue to go outside unless advised otherwise by the national weather service. Teachers will provide plenty of drinking water. Children should bring hats as well as swimwear and towels for water play. Throughout the summer months and beyond, we will apply sunscreen prior to each time going outside on children of SPF 30 or higher with UVB and UVA protection. This sunscreen is provided by the center unless parents provide an alternative.

If families prefer for their child over the age of 2 months to have insect repellents, staff will apply repellent supplied by the family one time a day. Due to health concerns with DEET supplied by valid research, all insect repellents need to be DEET free. Insect repellents should be lotions, not sprays.

When weather or air quality conditions keep us from going outside, the Center utilizes the preschool classroom for gross motor activity. The preschool classroom has low, soft climbing materials that meet indoor equipment safety standards, space for ease of movement, and materials conducive to gross motor play (balls, whoops, music, etc.) and staffing ratios remain the same as indoors and outdoors. Each classroom has 30 minutes scheduled of gross motor time at least 2x a day where the weather allows.

**BEHAVIOR MANAGEMENT**

Encouragement of positive behavior is accomplished through a planned environment, which provides for a variety of activities for the children. Methods of management include reinforcement such as verbal praise, smiles and pleasant attention for appropriate behavior, and positively stated alternatives when a conflict situation occurs. When inappropriate behavior occurs, it is dealt with immediately, as described in our discipline policy. If the child displays repeated inappropriate behavior and shows little progress toward changing the behavior, we may request a parent conference so that we can work together in developing strategies that will meet your child’s needs.

**BITING**

Biting is a behavior that is prevalent with one or two year old children. Because children of this age have very limited language ability, biting can become a way of expressing their feelings. If you have concerns about biting, please talk with your child’s teacher. We have methods of dealing with this kind of behavior, and we will confer with parents should this type of behavior manifest itself.

**DISCIPLINE POLICY**

The health, safety, and emotional well-being of the children at VIP Child Care are our highest priorities. We view discipline as any other skill that must be developed, and we strive to help children learn to play, settle disputes, and interact with others peacefully and non-aggressively.

Inappropriate behaviors in young children usually occur because their needs are not being met. Children have not yet gained the necessary verbal skills to express themselves in a socially acceptable way. Often teachers can address the behavior by determining the function of the child’s actions. Appropriate behavior is encouraged through a planned environment that provides a variety of activities from which children may choose and a routine that meets children’s basic needs. Conferences with teachers on behavior and performance are held each spring and fall of the school year. We regularly review classroom rules with the children, encourage appropriate behaviors, model conflict resolution skills, and stay alert to situations in the room.

When inappropriate behavior occurs, the teacher conveys to the child that the behavior is unacceptable and helps the child understand why the behavior is unacceptable. The teacher will then state an alternative way for the child to deal with the situation. For example, “The rule in our room is that blocks are used for building. When a block is thrown, it could hit someone and hurt him or her. You can build with the blocks.” If the inappropriate behavior continues, the teacher will tell the child the consequences of the behavior. For example, “If you throw blocks, you will have to leave the block center and choose another area to play.” Consequences should follow as a natural consequence of the behavior or at least the very least a logical consequence. Teachers are careful to emphasize that it is the behavior that is unacceptable, not the child. Physical punishment such as shaking, hitting, biting, spanking, excessive force or otherwise hurting a child is prohibited at VIP Child Care as well as psychological abuse, coercion, intimidation, or humiliation. Center staff never use threats or derogatory remarks and neither withhold not threaten to withhold food or outdoor time as a form of discipline. These acts are and grounds for immediate termination of staff members. All incidents of suspected child abuse will be reported Child Protective Services as required by law.

When a child is being destructive to materials or harmful to another person, that child is removed from the situation and redirected to another activity. In extreme situations, a child may need to be separated from the group to an individual activity to help her/him gain control. This should not be viewed as “time out.”

Teachers observe and record challenging behaviors to identify events, activities, interactions, and other contextual factors that predict challenging behaviors in individual children or groups.

For children with persistent, serious, challenging behavior, teachers, family members and other professionals work as a team to develop and implement strategies to support the child’s inclusion and success as well as those of the others in the classroom. Inappropriate behavior that hurts another person will be documented; a copy will be given to the parent/legal guardian and a copy kept in the child’s file.

**When a child exhibits a problem behavior on a continual basis that is not resolved through appropriate behavior management strategies, the classroom staff and Center director will begin *Steps for Addressing Problem Behaviors* including meeting with the family, increased communication with family and written documentation of incidents. Further assistance and/or evaluation, through an outside party may be requested with parental consent.**

**PARENTAL RESPONSIBILITIES**

The following are the responsibility of the parents upon enrolling their child and while the child attends the center:

* Completing all forms for enrollment and registration.
* Signing your child in and out each day
* Picking your child up beforethe center closes, 5:25 is the last pick up and $1 for every minute late will be charged after that. If at 5:45p.m. If we have not been called we will call Child Protective Services for them to make a visit.
* Timely payment of fees in accordance with VIP Payment Policies.
* Informing Center of illnesses, vacations, other absences and late arrivals.
* Informing teachers of any changes at home that may affect your child.
* Being considerate of the health of others. Keeping your child home or making alternative care arrangements when your child is not fully well, in accordance with Health Policies.
* Picking children up immediately if contacted by the Center due to illness or injury.
* Keeping emergency telephone numbers and other information up to date.
* Updating immunization records at the Center as necessary.
* Cleaning out child’s cubby every Friday so that the staff can sanitize it.
* Providing the Center with a change of clothing and with disposable diapers as needed.
* Notifying the Center if someone other than yourself will be picking up your child.
* Weekly and Daily conversations about your child’s progress in class is done but if more time is needed to address and issues we will hold a conference in the spring and the fall to adequately meet the needs of our students.
* Communicating any changes at home that may affect your child.
* Keeping your child’s fingernails clean and trimmed.

**DROPPING OFF AND PICKING UP CHILDREN**

Your child’s safety is a major concern, and our drop-off and pick-up procedures are designed with this in mind. You will need to deliver your child to his/her classroom each day. If someone else will be picking up your child you will be asked to fill out a form Authorization to Pick-Up form which is available at the Office. Let the person picking up your child know that he/she will need to bring photo identification. We will not release your child to anyone without prior written authorization or to anyone not listed on the Emergency Form. For safety reasons, please do not send older siblings to pick up and sign out your child. We will not release your child to an older sibling unless he/she is 18 years of age or older and we have your written permission A child should never be dropped off in front of the building, left at the front door, or in the parking lot to find his or her own way into the Center. A child must never be left unattended in the Center for any reason. Please make contact with an adult before you leave your child in their classroom. At the beginning of the day, take time to help your child put his or her belongings away and assimilate into the group. This is an important transition time for the child, and helps develop a routine and trust. Don’t start your child’s day off by rushing out of the Center without saying goodbye in an attempt to avoid tears. If your child needs help separating from you, the staff is trained and willing to assist. At the end of the day, please be sure that the teacher or staff member in the classroom knows you are taking your child out of the classroom or from the playground. The staff does routine headcounts to ensure the whereabouts of all the children. If you take your child and the teacher is not aware of it, then it leads to a search for a “missing” child who is not actually missing. The safety of the children in our facility is one of our main concerns. If a parent or other adult comes to pick up the child and this person appears to be under the influence of drugs or alcohol, we will suggest to you that we can call a cab to ensure that both the adult and the child arrive safely at their destination. Or, if the person refuses the offer of a cab and leaves the Center with the child, the police will be contacted and notified of a possible impaired driver. Also, in the interest of safety; children are not to run in the building and are expected to be with their parent when dropping off or picking up. Please do not play “chase or hide and seek” with your child at these times. We ask that you hold your child’s hand to keep them from running inside the building.

**PROGRAM EVALUATIONS**

VIP utilizes the NAEYC family survey every spring for an annual evaluation tool.  This survey evaluates the program quality in the following areas: Relationships, Curriculum, Teachers, Assessment of Child Progress, Health, Families, Community Relationships, Physical Environment, and Leadership & Management including policies and procedures.  The center takes the results of this evaluation to develop goals and objectives for the following year. Professional development opportunities for the teaching staff are also guided by the results of the annual evaluation.  Families receive results of the evaluation and the Center plan of action after the survey has been completed.

Exit Surveys are also provided to families whose children are leaving the program so that the Center can gather information about possible improvement.

HEALTH POLICIES

Exclusion Policy for Sick Children and Center Staff - When a child or staff member is known to have a communicable illness as outlined below, the child or staff member will be excluded from attendance at the Center for such time as is prescribed by the Center’s consulting physician. Any child or staff member who becomes ill while at the Center will be sent home as soon as possible. Ill children will be cared for in the Center office by the Director or Program Assistant until a parent/guardian can come pick him/her up.

Exclusion Policy for Under-immunized Children Because of a Medical Condition or Religious Beliefs – Because children who may be under-immunized are those at highest risk for illness of which they are not immunized, the center will exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program. The child may return after all risk of exposure is eliminated as per consultation with the CCC consulting physician, health care consultant and if necessary the child’s physician.

Symptoms That Indicate the Need for Exclusion – The following symptoms and illnesses indicate the need for a child or staff member to be excluded from the program temporarily.

1. The presence of a fever of 100 degrees or above taken under the arm. (the lack of fever does not necessarily mean the child is well enough to attend).
2. Vomiting within the last 24 hours.
3. Diarrhea within the last 24 hours.
4. Persistent cough and/or sore, reddened throat.
5. Red, weeping eye(s) indicating potential conjunctivitis.
6. Unexplained skin eruptions or rash that is resulting in discomfort.
7. Extreme fatigue and/or malaise.
8. The presence of head lice and/or nits.

**In order for a child or staff member to be readmitted to the program, any symptoms listed above must be gone for at least 24 hours, without the aid of over the counter medication. Medication for bacterial illnesses should be administered for at least 24 hours before re-admittance.**

Control Measures – The Center will make every effort to control the spread of communicable illness among the children and has established health policies and precautions directed to this end. Whenever exposure to illness has occurred in the Center, prompt notice will be given to all parents and staff members. The Center’s physician will be consulted and the ensuing instructions followed with respect to control measures. Such measures will include the disinfection of toilet facilities, furnishings, toys, or other articles that have been used by a child diagnosed as having a communicable illness and the effective disinfection and disposal of bodily discharges containing infectious materials. No other person will be allowed to use the facilities or articles mentioned above until they have been disinfected or it has been established that the child does not have a communicable illness.

**TERMINATION POLICY**

The Center may terminate your child’s enrollment under the following circumstances:

1. Non-payment for child care services and/or lack of adherence to tuition payment policies.
2. Parents falsify information on enrollment forms or otherwise knowingly falsify information.
3. Parents do not agree or do not follow and comply with the policies set forth in this Handbook.
4. Lack of parental cooperation with the Center’s efforts to resolve differences and/or to meet the child’s needs through parent/staff meetings or conferences.
5. Inappropriate or abusive behavior and/or verbal abuse or threats by parents, relatives, guardians or other parties toward the Center staff, other parents or children.
6. Inability of parents to deal in a professional manner with Center personnel or other parents and children at the center.
7. The continued enrollment of the child poses a risk to the health and/or safety of other children, parents or center staff members or continued enrollment of the child constitutes an undue burden on the Center’s resources.

**Operational and Situational questions**

1. What do you like most about working with children?
2. What do you like least about working with children?
3. What age groups do you prefer to work with?
4. Describe a time you resolved an issue with an unhappy parent.
5. What’s the relationship between customer service and child care?
6. How would you help new parents feel that you’re providing the best care for their baby?
7. Define success as a teacher.
8. How do you know if your teaching strategies are effective?
9. What Webinar or training did you take this month?
10. How do you handle misbehavior in the classroom?
11. What does our discipline policy state about reprimanding a child?
12. Who is a mandatory reporter?
13. What do you do if you suspect someone is hurting/neglecting a child?
14. What does redirect look like?
15. What five items would you put in an empty classroom?
16. What would you do if children were fighting and got physical? (Biting, hitting, etc)
17. How does the day of an infant in your classroom differ from the day of a toddler in your classroom?
18. Tommy is going to take a toy away from Susie what do you do?
19. Another teacher is raising her voice at a student and you pop into the room, how can you intervene?