

UNI Child
Development Center

University of Northern Iowa

Employee Handbook
(Revised May 2013)

www.uni.edu/cdc

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Center

WELCOME

Welcome to the UNI Child Development Center. We hope your experience with us will be one in which you grow in your understanding of children as well as in your ability to work with children. You are of great value to the Center and key to providing the quality care our families have come to expect.

Each lead teacher at the UNI Child Development Center has a BA in early childhood education, with a Masters preferred. We are licensed by the Department of Human Services (DHS) and are accredited by the National Association for the Education of Young Children (NAEYC). We also are part of the Quality Rating System (QRS) and have achieved the highest level rating of 5. We utilize the Iowa Early Learning Standards and Creative Curriculum Gold.

Before employment begins there is paperwork that needs to be completed. Besides a current physical and TB (Tuberculosis) test, fingerprinting, and criminal history background checks are performed. All child care center employees hired must submit to fingerprinting and a criminal history background check. This check is completed during the initial hiring period. Due to the fact the process takes anywhere from 6-8 weeks to receive a report, the employee is usually hired and working in the center. In the event, the center is notified that an employee's fingerprint report has indicated a criminal history that involves young children, the employee will be terminated immediately.

There will be opportunities provided for you to receive training. Your best learning experiences, of course, will be in the classroom. Observing other teachers will give you a model for appropriate and effective ways to work with children.

Your presence at the UNI Child Development Center makes it possible for us to offer a quality program. Student staff help maintain teacher-child ratios that ensure all children receive individual attention. We are glad to have you as part of our team and look forward to a year of success and growth in the very important work we all do.

MISSION STATEMENT

Our mission is to provide a nurturing and safe environment to support learning for the families and students of the University.

PURPOSE

The UNI Child Development Center (CDC) is an accredited non-profit child care and early learning facility designed to meet the needs of young children by providing quality programming within a safe and nurturing environment. The CDC provides high quality, full-time childcare for the children of faculty, staff, and students of the University of Northern Iowa. The CDC serves as an educational laboratory for UNI students majoring in Early Childhood Education and other related fields, facilitating the students' learning about young children. Inclusionary Special Education services are integrated within all of

our classrooms and serve identified students who need an individualized education program. When a child is enrolled with special needs, staff are oriented in understanding that child's special needs and ways of working with the child in the group setting.

PHILOSOPHY

The CDC recognizes the uniqueness of each child by providing a developmentally appropriate, child-directed learning environment in which the child can construct his/her own knowledge through teacher guided, hands-on experimentation and exploration in the areas of social, emotional, physical, and cognitive development.

Children are encouraged to be autonomous to the degree that they are able to do so. Autonomy, in this context, means the ability to govern one's self, taking into account all relevant factors. Personal autonomy is encouraged by giving children choices that are structured to their level of development. This includes making a conscious decision about the learning center that they choose to visit and the activity that they choose to engage in. The children have the opportunity to find solutions to problems that are acceptable to everyone involved. This could include determining rules for a game that is being played, solving a social conflict between two children, deciding the best way to get their toys picked up, analyzing what type of silverware is needed for lunch, and hypothesizing and testing their presumptions for a science experiment.

The climate in the classroom is one of mutual respect with the teacher being a facilitator of learning rather than a dispenser of knowledge. Children are encouraged to respect others in the classroom, as they are themselves respected. In working toward the development of autonomy, the children are encouraged to become responsible for their own behavior and make decisions reflecting that responsibility. This guidance approach uses encouragement and natural or logical consequences. The CDC also recognizes the importance of family and the development of each child and welcomes the involvement of parents and family members in the program.

TEACHING RESPONSIBILITIES

Your first responsibility is to read this handbook. Through it you will become familiar with policies and procedures as well as the health and safety issues that are important to the successful performance of your job. You are responsible for knowing this information. If you have any questions, please feel free to ask at any time.

This handbook is for Lead Teaching Staff and Student Staff alike. There are sections that discuss particulars for lead staff versus student staff as Lead Teachers are in charge and supervise student staff. In Appendix A-E at the end, you will find a daily schedule for each classroom as well as a more detailed list of classroom duties. You should be given an orientation checklist with your paperwork prior to starting your job here.

When you walk into your classroom your first day, you may feel somewhat out of place and unsure of what to do. This is a normal feeling. First days are hard for all of us. As

you become familiar with the program, children and your co-workers, you will feel more at ease. These suggestions will help you get to know our children.

- When you enter the room, your supervising/cooperating teacher will introduce you to the children.
- Find a place to sit near children. A low chair or the floor will position you on eye level with children.
- Children find adults who are sitting more approachable than those who are standing or walking around.
- Be open and friendly. Smile. Children are curious and will approach an adult who looks welcoming.
- When you sit near children, comment on what they are doing. Instead of asking, “What are you doing?” describe what you see them doing. You might say, “That puzzle has a lot of pieces,” or “You used all the colors to paint your picture.”

The first days are a time for you to become familiar not only with the children, but also with routines. You will find that, although we give children many choices of what to do at a given time, the routines remain predictable and constant.

- Teachers will warn children when an activity is going to change so it doesn't come as a surprise to them. These changes of activity are called transitions.
- Some examples of transitions include: inside to outside play, group time to mealtime and mealtime to rest time.
- All teachers are needed during transitions to help children move as smoothly as possible.

Each day you will become more aware of what comes next in the routine and what you need to do to help children through their day. Always feel free to ask questions. There is a lot to learn and it will take time. We are committed to making this a good experience for all staff.

NON-DISCRIMINATION POLICY

It is a goal of the UNI Child Development Center to serve the child care needs of students, staff, and faculty, regardless of race, gender, class, ability, ethnic background of children from birth through kindergarten.

LEAD TEACHER EVALUATIONS

The lead teaching staff are Professional and Scientific (P&S) employees of the University. The University Performance Appraisal Program for P&S staff is designed to evaluate the accomplishments of individual staff members in terms of mutually agreed upon performance objectives. Such objectives are identified by the P&S staff member and his/her department head to insure consistency with formally established department and division objectives and goals.

The appraisal program, with applicable forms and procedures, is designed to assist the

P&S staff member in assessing past performance and development of plans for future action in cooperation with and under the guidance of his/her department head. Included in such review and planning procedures is the development of objectives relating to both position performance and personal professional development.

Performance appraisal proceedings are conducted annually; however, a more frequent assessment of performance may be arranged as required with a position reclassification, reassignment, promotion, or demotion. A staff member may also request from his/her department head a performance appraisal at any time. For performance appraisal information and forms please visit http://www.vpaf.uni.edu/hrs/ps/perf_appraisal/.

STUDENT STAFF EVALUATIONS

Your supervising teacher will formally evaluate your performance at least once a year, typically twice. This will be an opportunity to discuss needs, expectations, and progress. You will also be given the opportunity to evaluate your supervising teachers and the classroom organization and management and the program. This is a time for constructive feedback.

LEAD TEACHER JOB DESCRIPTION

The following job description is given to the Lead Teachers. At the University, you are considered Professional and Scientific employee, with the job title of Child Development Specialist. This is a general job description although there are five different classrooms that may have specific duties associated with the classroom. Each classroom relies on the Iowa Early Learning Standards, Head Start Performance Standards, NAEYC standards, and DHS licensing standards. Please see the Appendix A-E for specific room job descriptions.

PROFESSIONAL & SCIENTIFIC POSITION DESCRIPTION

Working Title	Child Development Specialist	Code	2353
Formal Title	Program Associate III	Code	3703
Reports To (Title)	Coordinator/Child Development Center		
Department/College	Child Development Center		
Pay Grade III	PEC Review Date	05/11	Prep Date
	05/11		

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PRIMARY FUNCTION: Provides education and care to Child Development Center children; writes and implements developmentally appropriate curriculum; plan and document parent conferences and home visits; maintains and updates children’s files; supervises, schedules, and evaluates classroom student assistants and field experience students; and assists Coordinator with administration of Center.

**PERCENTAGE
OF TIME CHARACTERISTIC DUTIES AND RESPONSIBILITIES**

- 55% 1. Oversees the creation and implementation of educational programming for Center children using teaching methods appropriate to the age, development level and cultural heritage of the children consistent with Standards in Iowa licensing, Head Start, National Association for the Education of Young Children, and Iowa Early Learning Standards; plans classroom curriculum, creates, implements, documents, and assesses children's growth and development encompassing the development of the whole child; assist with maintaining children's files; interacts with children, prepares associated learning materials that are consistent with Center philosophy; strives to create innovative methods for life-long learning for children, parents and university students; develops and maintains a consistent system of home/center daily communication; plans, facilitates and documents parent conferences and home visits; refers families to appropriate agencies for special services; works with multiple agency personnel to improve student success in the classroom; produces newsletter; updates student and classroom portfolios utilizing digital photography; updates classroom blogs; and reports Center activities to parents, administration and/or local media.
- 20% 2. Performs the selecting, interviewing, training, scheduling and supervising of student assistants in maintaining effective program operation aligning with licensing and performance standards; monitors student fulfillment of mandatory trainings; and maintains staff files using a web-based childcare management system and approving staff timecards.
- 15% 3. Performs the scheduling, supervision, evaluation and documentation of field experience/practicum student activities in the center concerning the developing and implementation of appropriate curriculum aligning with state and national guidelines and standards for young children; consults with university faculty in regard to students' performance; recommends additional training or professional alternatives when necessary; and assists students with the writing and implementation of the level II teacher work sample as well as the student teaching work sample.
- 5% 4. Represents the Child Development Center, the Department of Teaching, the College of Education, and UNI at local, state, and national events; provides

outreach through presentations or documents and publication of written materials; performs research and/or facilities research efforts carried out by university faculty, staff, and students; provides leadership for other education providers; communicates and builds collaborations within the university and other agencies; and responsible for obtaining and maintaining the highest quality ratings.

- 5% 5. Assists Coordinator in scheduling, coordinating, and evaluating of Center program activities; assists with recording waiting list information; develops menus according to the federal USDA food program guidelines; performs cash handling; maintains and updates center website; enters data into the childcare management system; orders materials and supplies for classrooms with knowledge of procurement card; and provides tours of the center and responds appropriately to requests for information about the Center program from potential parents, visitors, faculty and administrators, and community representatives.

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GENERAL INFORMATION: Bachelor’s degree and certification in Early Childhood Education plus at least one year post-baccalaureate experience in a licensed child care facility required. Experience working with children birth to age five, current certification in CPR and First Aid, or the ability to acquire certification within three months, experience with Microsoft Office and digital photography also required. Master’s degree in Early Childhood Education or related field plus experience supervising university students preferred. Student experience will be considered.

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The above statements reflect characteristic duties and responsibilities of the position and are not intended to limit the university's right to assign, direct and control duty assignments.

Prepared By:
Scott Klahsen

Incumbent:

Approved By:
Lyn Countryman

OFFICE PROCEDURES

General office procedures are performed by Lead Teachers. These general procedures may include answering the phones, getting mail, filing, ordering supplies, or shopping for the classroom, etc. There are carefully documented procedures for some duties.

PROCUREMENT CARD

1. There is a University Procurement Card issued to the Child Development Center. This is for UNI CDC purchases only. Misuse of this card could be cause for termination.
2. The procurement card is tax exempt, which means the University may not be charged tax when using this card. Please produce the proper verification of tax exemption to the person you are making the transaction with before items are actually purchased. When using this card, you will need to buy food separate from any other items per the Child and Adult Care Food Program. There are items you may not purchase such as animals or fish for classrooms.
3. There is a check out form located in the safe, which will need to be filled out before and after the card is used. Receipts need to be taped to a piece of paper, photocopied, and notes made on any items that ca not be easily identified.
4. Prior to purchasing special items for projects in your classroom (such as biscuits for a cooking activity), a form must be filled out.
5. Office supplies are purchased through OfficeMax. These items, unless designated otherwise, must be purchased through this Vendor.
6. The procurement card is reconciled each month. Any purchases made that are not for University use will be reimbursed by the person who made the purchase. Misuse of the card is cause for termination.

CASH HANDLING

All Lead Teachers must go to a Cash Handling training once a year. Although Lead Teachers are not expected to handle cash, an event may arise. Proper cash handling precautions should be taken when handling any money for the Center. A Cash Handling Log is utilized to record payment. Each check should be stamped with a “For Deposit Only” stamp with the UNI Child Development Center’s information. The Center Coordinator should be in charge of any cash handling and is the only one with access to the safe.

The Center Coordinator is in charge of billing, while there may be another member of the teaching staff asked to make reconciliations.

Teaching staff are allowed to bring their children to the UNI CDC. The children shall be charged the UNI CDC rate for their children (see Appendix F). When a CDC employee is responsible for child care billing or recording and they have children enrolled at the CDC, their supervisor should review and document the employee’s child care billing records once a semester to verify the employee has been appropriately billed, recorded and payment received.

STUDENT STAFF JOB DESCRIPTION

UNI CHILD DEVELOPMENT CENTER

Student Employee

Class I-IV

The student employee is responsible for assisting in activities designed to promote cognitive, physical, emotional and social development of young children. Work is performed under the supervision of the teacher to whom they are assigned but may receive direct supervision from the Coordinator or Assistant Coordinator at any given time.

PERSONAL QUALIFICATIONS

1. Sensitivity to children's daily and changing needs
2. Maintaining a positive and constructive attitude about the classroom, program, Center, and children.
3. Ability to establish and maintain effective working relationships with administrators, staff, and peers.
4. Organizational skills relating to room needs and the ability to operate independently (taking initiative for tasks that need to be done on an undirected basis).
5. Being prompt, conscientious, and responsible regarding working hours and absences from the Center.
6. Ability to set a good example for young children in the areas of hygiene, dress, attitude, etc.

EMPLOYEE TRAINING

All Lead Teachers and Student Staff are required to have the following trainings in order to maintain employment at the UNI CDC. All staff shall be oriented to, and demonstrate knowledge of, the items listed:

1. Infant and Child CPR and Pediatric First Aid, including the management of a blocked airway and rescue breathing;
2. Child abuse detection, prevention, and reporting;
3. Occupational Safety and Health Administration (OSHA);
4. Recognizing and responding to communicable illnesses, and handling ill children appropriately;
5. Nutrition;
6. Physical with TB test (Tuberculosis skin test)
7. And, other child development training throughout the course of the year.

If you work 20 hours or more:

For 1st Year, you will need:

- 10 hours of training in one or more of the areas listed in the training log

- 4 of those hours need to be in a group setting
 - CDC teachers can provide training (*provide certificate*)
 - Courses relating to educational field (*provide class schedule/syllabus*)
 - Weekly/monthly room/team meetings attended (*provide agenda*)
- 6 of those hours can be done in self-study
 - NSO video's
 - Etc.
- CPR, 1st Aid, Mandatory Child Abuse Reporting, and OSHA will not count towards these hours and must be maintained according to the expiration date/center policy on updates.

Following your 1st Year, you will need:

- 6 hours of training in one or more of the areas listed in the training log
 - Trainings may come from:
 - CDC teachers can provide training (*provide certificate*)
 - Courses relating to educational field (*provide class schedule/syllabus*)
 - Area Education Agencies (*provide certificate*)
 - Iowa State Extension (*provide certificate*)
 - Child Care Resource and Referral (*provide certificate*)
 - Child and Adult Care Food Program (*provide certificate*)
 - Head Start (*provide certificate*)
 - Department of Human Services (*provide certificate*)
 - Professional/Educational related conferences (*provide certificate*)
- Employee may not attend same training more than once every 5 years
- CPR, 1st Aid, Mandatory Child Abuse Reporting, and OSHA will not count towards these hours and must be maintained according to the expiration date/center policy on updates.

If you work less than 20 hours

For 1st Year, you will need:

- 5 hours of training in one or more of the areas listed in the training log
 - 2 of those hours need to be in a group setting
 - CDC teachers can provide training (*provide certificate*)
 - Courses relating to educational field (*provide class schedule/syllabus*)
 - Weekly/monthly room/team meetings attended (*provide agenda*)
- CPR, 1st Aid, Mandatory Child Abuse Reporting, and OSHA will not count towards these hours and must be maintained according to the expiration date/center policy on updates.

Following your 1st Year, you will need:

- 4 hours of training in one or more of the areas listed in the training log
 - 2 of those hours need to be in a group setting
 - CDC teachers can provide training (*provide certificate*)

- Courses relating to educational field (*provide class schedule/syllabus*)
- Weekly/monthly room/team meetings attended (*provide agenda*)
- CPR, 1st Aid, Mandatory Child Abuse Reporting, and OSHA will not count towards these hours and must be maintained according to the expiration date/center policy on updates.

Many of these certifications are offered on campus at UNI, through the UNI CDC, online, or through local agencies. New employees must obtain these certifications within six months of employment. Failure to obtain these trainings in a timely manner, or within their expiration date, is cause for termination. A written warning may occur with time given to obtain certifications. If certifications are not obtained within the given time, there is cause for termination. It is your responsibility to get these trainings if you do not take advantage of the ones offered. We try our best to make trainings as friendly, economical, and educational as possible.

NAEYC ACCREDITATION

The UNI Child Development Center has been accredited through the National Association of the Education for Young Children since 2001. Accreditation involves a comprehensive process of internal self-study and an external professional review to verify compliance with the Academy's criteria for high quality early childhood programs. A high quality early childhood program provides a safe and nurturing environment while promoting the physical, social, emotional, and intellectual development of young children.

CALENDAR

The Center will observe the UNI academic calendar, including summer sessions, being closed whenever classes are not in session. Written notice of other closings shall be made to parents. An exception is the emergency closing policy. These policies are located in our parent handbook (<http://www.uni.edu/cdc/node/57>).

HOURS OF OPERATION

The Center shall be open for childcare from 7:30 AM to 5:30 PM Monday through Friday during the UNI academic year, and from 7:00 AM to 5:00 PM during the summer sessions.

SMOKING

Smoking by employees, students, and visitors is strictly prohibited on school grounds. You may leave the school grounds by crossing the street on breaks if smoking is necessary.

EMERGENCY CLOSING OF THE CENTER

In case of emergency closing, tuition will not be refunded. Under emergency conditions affecting Malcolm Price Laboratory School, the CDC will operate in the following ways:

1. If Malcolm Price Laboratory School cancels school before the school day begins, the Center will be closed for the day.
2. In case of early closing of the Malcolm Price Laboratory School, the Center will close; staff will call parents to pick up children immediately.
3. If Malcolm Price Laboratory School starts late, opening time for the Center will be computed based on the Center's regularly scheduled opening time. For example, a 2-hour late start means the Center will open at 9:30 am instead of 7:30 am, unless a specific time for opening is set and announced via local media.

Announcements are generally made on the KWWL television station and www.kwwl.com, Twitter (@UNICDCenter) and emailed to the parent and employee listservs.

FIRE, TORNADO, AND OTHER EMERGENCIES

Emergency plans for fire and tornado are written and posted by any classroom doors. Emergency plan procedures are practiced at least once per month for fire and tornado, most being unannounced. For other emergencies, such as flood, earthquake, bomb threat, or power failure, the staff will inform parents as quickly as possible so that they can pick up their children from the Center site or evacuation site.

In the case of evacuation of the Center, staff and children will be located at the Bender Hall recreation room, located on the ground floor of Bender, directly south of the Malcolm Price Laboratory School. Children will either be bused or will walk to the designated evacuation area.

SECURITY EMERGENCY (INTRUDER/STRANGER DANGER)

If there is a dangerous situation at Price Laboratory School (building or grounds), call 911, Public Safety at 319-273-4000 and the Director's office in PLS: 319-273-2614.

State clearly what has happened, where you are (UNI Child Development Center in Price Lab School with your room number), and the location of the incident or threatening individual.

A determination will be made if the threat is such that the building must be secured.

ONE LONG RING OF THE BELL WILL INDICATE TO FACULTY AND STAFF THAT THE BUILDING MUST BE SECURED AS FOLLOWS:

1. Close and lock the door of the room in which you and your students are located. Shut off the light. Move the students away from the door so that someone walking down the hall could not readily see the room is occupied. Check the corridor as you lock the door. Students or faculty/staff in the halls should be moving to the nearest secure location, not their own classroom or office. This would be important for teachers to have their keys with them at all times.
2. Reassure students that any problem is being handled and that they must remain calm and quiet.
3. Remain in the room until someone tells you that you and your students may leave. You will be given any further instructions as that time.

Special circumstances-

Teachers with students in open areas go to the nearest area that can be secured, e.g. other occupied classrooms. If possible, call another room to tell them your location. Check the corridor as you lock your door. Students or staff in the halls should be moving to the nearest secure location, not their own classroom or office.

LOST OR ABDUCTED CHILD

In the event that staff are unable to locate a child, or the child is thought to be abducted from the care of the Center, the following procedures will be followed:

- 1) Public Safety will be notified.
- 2) A cursory or initial search will be conducted.
- 3) The parents will be contacted.
- 4) A thorough search of the Center and grounds will be conducted.

IMPAIRED PARENT

The CDC and grounds are considered to be a drug-free zone. In addition, the CDC considers safety and well-being of children of primary importance. If a parent or other adult with permission to pick up a child is visibly impaired due to alcohol consumption, substance abuse, prescription drugs, or other conditions, the following procedure will be followed:

1. Staff will ensure the child's safety by offering to telephone another authorized adult or a cab to assist in picking up the child and impaired adult.
2. If the parent or designated adult insists that the child be released into his or her custody, the staff will immediately telephone the appropriate law-enforcement officials.

MEDICAL EMERGENCIES

In the event of a medical emergency, the staff of the UNI Child Development Center is authorized to obtain emergency medical or dental care even if the CDC is unable to immediately make contact with the parents/guardian. During an emergency the CDC is authorized to contact the listed emergency contacts on the child's release information.

LEAD TEACHING STAFF REPORTING FOR WORK

1. You are expected to work your scheduled hours. It will be your responsibility to find a substitute teacher if you are going to be gone or are sick. You may use the sub list provided to you. Your room must be covered if you are going to be absent.
2. If you are asking for days off, you must fill out a leave request sheet with the date you need off, who is covering for you, and have the Coordinator sign your sheet. Please fill out a leave request in a timely manner. Every attempt is made to accept your request off.
3. When filling out timecards each month through MyUNiverse, please indicate any time off with the appropriate number of hours absent and the coordinating code (funeral leave, personal, medical appointment, etc). Timecards are due monthly and are verified by your request off forms by the Coordinator. Timecards are to be submitted on the last working day of each month to be approved by the Coordinator.
4. In case of an emergency closing, lead teachers will use the emergency contact calling tree to inform each other of the closing.
5. If there is an ongoing issue of absenteeism, a written warning may occur.

STUDENT STAFF REPORTING FOR WORK

1. You are expected to work your scheduled hours. If for some reason it is necessary for you to miss work, it is **your responsibility to find your own replacement.** It may be necessary to contact more than one person to completely cover all of your hours. You will be supplied with names, phone numbers, and emails of those staff who may be available to substitute for you, and you may utilize the student listserv to ask for help as well. Missing work and/or failing to find a substitute will be considered a “no call-no show”. For **two** “no call-no shows” the consequence is dismissal.
2. Each classroom will direct you in what they feel is the best way to make sure hours are covered. Make sure to contact your supervising teacher if you are sick or plan on taking time off.
3. Timecards are your responsibility. You will have to log into MyUNiverse to access your timecards. Make sure that your timecard is submitted by 12:00 pm on Monday of the week following the week worked in order for it to be processed in a timely manner. Please watch your timecard list for any rejected or working timecards. Timecards must be approved and processed in order to get paid.
4. Read the announcements on the office door and/or staff bulletin boards in each classroom as well as the staff communication notebook in each classroom. These notebooks help us to communicate with one another.
5. Make sure that the room is covered by someone before you leave. If you leave before the next person arrives, the classroom may be short-staffed. Know your classroom legal ratios.
 - a. 6 weeks - 18 Months (1:4) 27 months (1:6) 3 years (1:8) 4 years (1:12)

Mixed age group ratio for youngest child in group

6. It is a licensing standard that all staff members and volunteers wash their hands as soon as they arrive in the classroom.
7. It is also your responsibility to greet the children and parents as they arrive. Be prepared to assist parents with separation if necessary and to report any information given by parents in the staff notebook.

DRESS CODE

1. Because working with children involves lots of movement and can get messy, we recommend casual, comfortable clothing. It is important too that clothing be modest and appropriate for wear around young children (No short shorts, low cut necklines, inappropriate pictures or words on shirts, etc.).
2. Shoes must be worn AT ALL TIMES. Exception: Infant and Toddler Rooms. You are not allowed to wear street shoes in these rooms. The best procedure is to keep a pair of slippers or socks in the room for work only. For health reasons, bare feet are not allowed.
3. Dress appropriately for the weather. **All** groups of children play outside twice daily unless the weather charts posted for both wind chill or heat index indicates it is unsafe, or it is raining. Be prepared to play outside with them. It is also important that you model proper dress for outdoor play, including mittens, hats, boots, etc. Be aware that we sometimes switch the schedule if we know weather is going to change.
4. Even though the atmosphere in the center is relaxed, professional behavior is expected at all times. Vulgar language and raucous behavior are prohibited. Any employee coming to the center under the influence of alcohol or any drug, unless prescribed by a doctor, will be immediately dismissed.

CLASSROOM RULES FOR CHILDREN

These rules are for the children but you are expected to follow them also. After each rule is an explanation and a suggested way to handle a problem when the rule has been broken.

1. ***Walk in the classroom.*** There will be plenty of time to run outside or at the gym. A child who persists in running inside may be asked to return to his/her starting point and walk to his/her destination.
2. ***Use quiet or “indoor” voices in the classroom.*** Yelling and screaming are for outside or the gym. Adults should respond to the children using a calm, quiet voice—this helps lower the noise level of the classroom.
3. ***No one may hurt anyone else.*** This goes for staff as well as children. If one child hurts another, ask the “injured party” what he/she wants his/her attacker to do to make him/her feel better. **Do not force a child to apologize;** it may not be sincere and allows the child to find an “easy out” for a poor behavior choice. If the victim wants a hug, to be left alone, or a cold popcorn bag, those are appropriate requests for the aggressor to perform. You may need to help with

appropriate suggestions. Severe consequences, such as “I want Jimmie to go home,” are not acceptable; ask the victim for an alternate idea. Do not forget to always complete and accident/incident report about the injury.

4. ***No one may destroy property unless it is his or her own creation.*** If a child destroys another child’s property, artwork, block structure, etc., the logical consequence is that he/she must comply with the other child’s request for restitution (within reason). Do not assume that an apology is what the victim wants. Rather a logical consequence may be to fix what was destroyed, make a new one, give a hug, or leave the area for a while. Other fair consequences exist as well. Very young children may need some assistance in setting a consequence—you may have to offer suggestions.

Consequences should be reasonable, related, and respectful!

5. ***No wrestling, tickling, playful hitting, or roughhousing*** at any time, indoors or outside. Young children do not know when to stop.
6. ***No weapons play*** at any time. This includes constructing weapons from classroom materials or using a hand/finger to represent a weapon. A child must be redirected to other activities if he/she insists on weapon play. Children who have trouble finding something else to make or do may have an adult “help” them.
7. ***Clean up your own mess.*** The children are responsible for cleaning up their own messes, toys, spills, art projects, etc. You may help them if they so desire, but you may not do it for them. Make sure that the children clean up one center before going to another center. All toys/materials must be cleaned up before going outside or going home.
8. ***Sharing toys is NOT required.*** There are sufficient materials/games in the classroom to allow for choices. A child may ask to join a game or to use a toy. However, no child is required to give up possession against his will. An appropriate request is to use the toy when the first child is finished. If a child is willing to share his/her game/toy, be sure to offer thanks for that willingness.
9. ***Sit on chairs or the floor,*** not on tables, shelves, etc.

GUIDANCE OF CHILDREN

Our goal is to promote the child’s self-esteem through practicing non-evaluative guidance, providing experiences that match their developmental level and meeting their needs responsively. Supporting children’s play is important.

- Give guidance as needed, but try not to interfere in a child’s activity.
- Action is necessary if such activity is endangering him/her or some other child.
- Be positive in word and attitude when you must maintain limits. Be kind, matter of fact and composed at all times. Offer choices when possible. But be careful not to offer a choice if a choice is not intended (i.e. Do you want to wash your hands for lunch?). Washing hands before lunch is NOT a choice.
- Refrain from discussing a child in his or her presence.
- Refrain from visiting with other adults while in the classroom.
- Avoid labeling (positive or negative) or shaming a child.

- Decide where you stand on important issues and stick to it. Consistency is the key to positive discipline:
 - Choose your issues;
 - Set clear, consistent and reasonable rules;
 - Help children gain self-control;
 - Don't expect them to behave like adults.
- Children do need to learn about boundaries, what is safe, what is allowed or not allowed and why.
- Some strategies: distracting or re-direction, negotiating, ignoring, anticipating, setting rituals, and advance preparation.
- Offer limited choices. "Do you want me to help you with your coat or do you want to do it yourself?" (Phrase the choice so that the one you want the child to choose is last after the word "OR" and make sure you are willing to do either choice).
- Take advantage of children's ritualistic tendencies and behaviors. Setting up rituals around activities gives children a sense of control since they know what to expect.
- Avoid ultimatums (e.g., "You have to do _____ before I _____").
- Avoid carrying on a fruitless, frustrating or ridiculous argument. You are bound to feel awful afterwards.
- Prepare the child in advance for what will happen next ("We will read one book, then we will get our coats on"). It often helps avoid conflict.
- Motivation: "Where does your coat go?" rather than "Hang up your coat." Pretending you forgot where the coat goes often thrills young children.
- Sometimes, picking up the child and removing him/her from the situation is the only remedy.

Discipline is deciding which things you are going to insist on. Discipline helps children cope with the challenges of daily living, to interpret their world and learn social skills. UNI CDC staff maintain a safe, non-threatening environment. UNI CDC staff foster creativity, encourages children to explore, and allows them to make discoveries. When inappropriate behavior occurs, it is dealt with immediately. Teachers individualize responses to the children's behavior, in relation to the particular child and the situation. They try to identify the cause of the inappropriate behavior and recognize that repeated problem behavior may be the child's way of signaling that he/she needs help in dealing with a certain task or situation. Teachers can then modify the learning environment and/or activities to help resolve the situation. We set limits and encourage self-discipline, because boundaries reassure young children and because order and stability are as important as freedom.

To enforce the boundaries and rules at the center, the adults use the following techniques with the children:

- Clear statement of the limit and stating expectations positively. (Blocks are for building, balls are for throwing.)
- Redirection. (Let's go feed the fish.)
- Supporting problem-solving and negotiation between the children. (How could you use your words to tell Joe that you would like to have a turn with the drum?)
- Logical consequences or choices. (You are having a hard time playing with the

- blocks without throwing them: You need to make another choice: do you want to play with Playdough, or to paint at the easel instead?)
- Modeling effective ways to express feelings and emotions. (I do not like it when you grab the book from my hands. Which words can you use to let me know that you need something that I have? With toddlers, give the appropriate script such as, “Robbie, say, Can I have the book, please?”)

VERBAL GUIDANCE

<p>Say: Sand is for digging. Keep the puzzle on the table. Be gentle with the book pages. Use your inside voice. It’s time to go inside.</p>	<p>Do not say: Don’t throw sand. Don’t dump the puzzle pieces. Don’t tear the book. Don’t shout. Shall we go inside?</p>
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There are times when all of the above mentioned techniques have been used and the problem still persists. It is at these times that we might ask a child to go to the “Be by myself” space or sit quietly somewhere until that child can return to play appropriately. We do not have a “time out” place and this time is not seen as punishment. Rather it is seen as a time to regroup. We sometimes need time to alone to “pull ourselves together.” We may also partner an adult with the child to help monitor the behaviors. If a child displays repeated inappropriate behavior and shows little progress toward changing that behavior, the teachers may call upon the child’s parent(s) to work cooperatively in developing strategies that will meet the child’s needs.

BITING

The following procedure shall be followed regarding bites:

If a child has been bitten:

1. Wash the wound with soap and water.
2. Apply an ice pack.
3. If the bite breaks the skin, the parents should be notified.
4. Write an incident report.

For toddlers: Give attention to the bitten child. Remind the biter that biting hurts and that we do not bite our friends. Give the toddler something to bite on like a teether.

For preschoolers: Give attention to the bitten child. Have the child who did the biting help to care for the injured child (i.e. hold ice pack, comfort). Remind the child that we do not bite our friends and that we use words. In all cases explanation will be given to the child in a language that he or she can understand to explain why the behavior is inappropriate and to reinforce the concept that even if the action is inappropriate, the child is NOT a “bad” child. Do not force the biter to apologize.

How we handle the child who bites:

1. We will look for causes of the behavior and try to take a preventative approach.
2. We will shadow the biter in situations where we think the child might bite.
3. We will be consistent in our interventions, realizing it is a temporary stage of normal development.
4. We will communicate to parents about the incident. However, information about the “biter” is confidential.
5. Biting will not result in expulsion from the Center.

CONFIDENTIALITY

The UNI Child Development Center shall maintain the confidentiality of all children's records. The records shall be the property of the center. The classroom teachers shall maintain and secure records against loss, tampering, or unauthorized use. Employees of the center shall not disclose or knowingly permit the disclosure of any information concerning the child or his/her family, directly or indirectly, to any unauthorized person.

Enjoy what the children do and tell you, but remember it is confidential. It is important that you never tell stories or discuss a child with anyone other than that child's teacher, or the Coordinator of the center. A child's behavior patterns are confidential as well.

If a parent asks you a question concerning their child, please refer the parent to the classroom teacher unless you were directly present during an incident. Typically the lead teacher has been with the child for the majority of the day. Please use caution and diplomacy when talking to a parent about a child's negative behavior.

You will be required to read and sign a document stating that you understand this policy and the implications for not abiding.

MANDATORY REPORTING OF CHILD ABUSE OR NEGLECT

All employees of the Center are mandatory reporters of child abuse or neglect, as required by Iowa law. Procedures are posted in each classroom on the parent information board. Reporting procedures and licensing regulations are also available in the Center office. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious. Absolute confidentiality is required concerning any report of child abuse or neglect.

The Center coordinator may immediately suspend a staff person with pay or terminate any personnel at the Center if the action is necessary to ensure safety, health and/or welfare of the children, parents and/or staff. An investigation will be done by the Coordinator regarding the alleged or proven child abuse, neglect, and/or immoral behavior. Findings will be turned over to the authorities.

NOTES FOR EMPLOYEES (CLASSROOM)

1. Children need hugs and the security of sitting on a lap at times, but those times should be short. If a child has been sitting on your lap for 15 minutes or more, you should be encouraging him/her to find more interesting and active things to do. Children learn by interacting with their environment—give them a chance to do that. Some children will take all of your time if you allow them to. You have the right to find someone else to play with if you are feeling “smothered” by one child.
2. All areas of the classroom must be supervised at all times.
 - a) Older children may use the bathroom as needed. Be aware of who is in the room and who has stepped into the bathroom; after a period of time you may need to check on a child in the bathroom.
 - b) If computers are present for children’s use, an adult should supervise. Be sure that you know how to turn the computer on/off, not just the monitor. This prevents the computer from being left on overnight or over the weekend.
3. No child may leave the classroom at any time without an adult.
4. There is a cell phone in each classroom and the Center office. Unless there is an emergency, personal calls must be made during breaks.
5. Personal cell phones are not allowed to be turned on and in use while an employee is working. Phones should be left in purses, coats, or book bags and kept on silent or off.
6. It is understandable that staff might want to show the center to a close friend or relative, but extended visits while working are inappropriate.

MEALTIME

Family style dining is used during all meals at the CDC. Family style dining means teachers and children sit down together to share and enjoy a meal. Adults play an important role in making mealtime a time of relaxation and enjoyment. We help create the atmosphere that makes mealtime a pleasant experience. By eating together, children learn to socialize and share with others. They develop good eating habits and may be exposed to foods not served in their homes. As they take responsibility for serving themselves and making choices, they develop a sense of self-confidence. As part of the USDA Child and Adult Care Food Program (CACFP), the Center provides a nutritious breakfast, lunch, and snacks for the children. Our food program is only for the children, however, since we serve family style, we encourage teachers to eat as well. In order for the children to have enough to eat, adults must limit their portions to a child size portion. If you are scheduled to work during a mealtime, you may eat before you come, or bring something to eat during your break. There is a refrigerator and microwave in each classroom. Mealtime is a pleasant time for conversation and enjoyment of the meal. Unless you are allergic, you should try a little of everything and be positive in your comments about the food. Encourage children to try the foods served, but never force a child to put it on their plate or to eat all that is on their plate.

PREPARATION AND HANDLING OF BOTTLE FEEDING

All staff will thoroughly wash hands prior to preparing and feeding bottles. Only cleaned and sanitized bottles and nipples shall be used. No bottle, formula or human milk will be heated in the microwave. All filled containers of human milk shall be identified with a label which will not come off in water or handling, bearing the date of collection and child's full name. The filled, labeled containers of human milk shall be refrigerated until immediately before feeding. Any contents remaining after a feeding shall be discarded. Prepared bottles of formula shall be labeled with the child's identification. An open container of ready to feed or concentrated formula shall be covered, refrigerated, and discarded after 48 hours if not used.

Unused expressed human milk shall be discarded after 48 hours if refrigerated, or by three months if frozen, and stored in a freezer at 0 degrees F. Unused frozen human milk, which has been thawed in the refrigerator shall be used within 24 hours. Frozen human milk shall be thawed under cool water or in the refrigerator. A bottle that has been fed over a period that exceeds an hour from the beginning of the feeding or has been unrefrigerated an hour or more shall not be served to an infant.

OBSERVATION OF HOLIDAYS

The Center does not observe any holidays. We welcome family participation to share specific holidays or traditions in order to supplement the learning activities in the classroom (i.e. preparing a special snack or providing a game indicative of the culture). We do not allow candy or sweets to be brought anytime. Although we do not promote Valentine cards or Halloween costumes, dress up and card giving is always encouraged on any day. We do not stifle or discourage any classroom discussion prompted by children. On occasion a classroom may choose to learn about various cultures, which could include holidays.

OUTSIDE RULES FOR CHILDREN

1. All children must try to toilet before going outside.
2. Everyone must have a partner before going outside. Lines are not necessary. As soon as a few children have toileted and are ready, an adult should leave with that small group for the playground, gym, etc. There is no need to wait for the entire group to be ready. Small children do not wait very well.
3. No climbing on the fence.
4. Nature play is encouraged and when properly supervised, sticks can be okay. They are not to be used as weapons.
5. Children on tricycles are responsible for avoiding other bikers or pedestrians, not the reverse. The logical consequence for deliberate collisions is to park the tricycle and find another activity. Do not nag—state the rule as a warning, then follow through with the consequence if the child persists in the behavior.
6. A child may ride a tricycle until finished, and then someone else may have a turn. Do not insist that children share, although this can be suggested. n appropriate

approach is to simply ask a child if he/she is finished, or to request whether another could ride when he/she is ready for another activity. Waiting lists are also available ways for children to understand that they will get a turn eventually.

NOTES FOR EMPLOYEES (OUTSIDE)

1. When crossing a street, ask the children if there are any cars coming and if it is ok to cross the street. Help them to determine when it is safe to cross. They need to develop the habit of looking for cars, not just waiting for someone to tell them it is clear.
2. Adults are **required** to run and play games with the children outside.
3. Do not take tricycles down the ramp. This is very dangerous. The tricycles are stored in the shed, so there is no reason to take them down the ramp. There should be at least one staff member in the shed when tricycles are being put away.

ACCIDENT/INCIDENT REPORTING

Although close supervision of children ensures a reasonable degree of safety, accidents can still happen. You may be called upon to assist an injured child. There is a first aid bag in each classroom, which needs to be taken with you anytime you leave the room. When treating injuries, remember:

- Always wear gloves if there is blood or any body fluid involved.
- Wash the injury with soapy water.
- Let children be involved in treating the injury as much as possible.
- Complete an accident report for all injuries. Include facts rather than opinions.
- All lead teachers and student staff are trained in First Aid, CPR, and OSHA.

Accidents or incidents resulting in injury to a child shall be reported on the day of the incident, in writing, to the parent or person authorized to pick up the child. The written report shall be prepared by the staff member who observed the incident or accident, and shall include a general description of the incident and of the action taken, if any, by the Center staff. A copy of the report will be kept in the child's file.

- If an accident is caused by another child, do not write that child's name on the report. Simply state "scratched/hit/bit/etc. by another child."
- Give an accurate account of what happened and the treatment given.
- Inform the Lead Teacher or Coordinator of all accidents immediately.
- Student staff sign their first name only to the accident report on the "Witness" line and "First Aid/Treatment Given By" line. The Lead Teacher signs in the completed form under "Signature of Staff Member." Parents should address their questions or concerns to the Lead Teacher rather than contacting student staff directly or another child's parents.

ADMINISTERING MEDICATION

Only Lead Teachers are authorized to dispense medications other than diaper ointments, sunscreen and insect repellent. When applying any of these items, be sure that the child's name is on the container and wash hands in between applications.

Staff administers both prescription and over-the-counter medications to a child only if the child's record documents that the parent or legal guardian has given the program written permission. The child's record includes instructions from the licensed health provider who has prescribed or recommended medication for that child; alternatively, the licensed health provider's office may give instructions by telephone to the staff. Any staff who administer medication has a) specified training and b) a written performance evaluation updated annually by a health professional on the practice of the five rights practices of medication administration: 1) verifying that the **right child** receives the 2) **right medication** 3) the **right dose** 4) at the **right time** and 5) by the **right method** with documentation of each right each time the medication is given.

Medications are labeled with the child's first and last names, the date that either the prescriptions was filled or the recommendation was obtained from the child's licensed health care provider, the name of the licensed health care provider, the expiration date of the medication, or the period of use of the medication. All medications are kept in a locked container.

GENERAL CLEAN UP

The nature of our work often requires staff to perform "cleaning" tasks such as sweeping floors, dishes, and general upkeep of the classroom. You, along with all staff, will be expected to pitch in and clean up throughout the day.

Please follow the cleaning guidelines:

1. Wash hands immediately when you come into the classroom.
2. Bleach water is prepared daily in the morning. Add 1 capful of bleach to a tub of cool water and fill bleach bottles from the tub.
3. Keep bleach, dish soap and other chemicals in the cabinets under the sink and make sure the cabinets are locked at all times.
4. Check outlet covers often to ensure that they are covered at all times if nothing is plugged into them.
5. Frequently spray down doorknobs, toys, and other surfaces with bleach water solution throughout the day to reduce the spread of germs.
6. Anytime a child puts a toy or object in his/her mouth, the toy should be dipped in bleach water. The infant room will bleach all their toys each night at closing.

HANDWASHING

Each classroom has designated sinks for hand washing. The Center follows these practices regarding hand washing:

- All adults and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all adults and children when hand washing would reduce the transmission of infectious diseases to themselves and others.
- Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with assistance.

Children and adults wash their hands:

- On arrival for the day.
- After diapering or using the toilet.
- After handling body fluids.
- Before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking.
- After playing in water that is shared by two or more people.
- After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals.
- When moving from one group to another that involves contact with infants and toddlers/twos.

Adults also wash their hands:

- Before and after feeding a child.
- Before and after administering medication.
- After assisting a child with toileting.
- After handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include:

- Using liquid soap and running water.
- Rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands.

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any required hand-washing situation listed above.

- Staff wear gloves when contamination with blood may occur.
- Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material.
- In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

ILLNESSES

Illness is common in a child care setting. Protect yourself and the children by washing your hands often and thoroughly. This simple measure will prevent your “catching something” better than anything else that you can do. Encourage children to wash hands often also, especially after using the bathroom, nose wiping, and before eating.

Anytime you are helping a child and come in contact with body fluids, **USE GLOVES**. Body fluids include blood, vomit, urine and bowel movements. If children have runny noses, encourage them to blow their own noses. If you have to help, dispose of the tissue and wash your hands. Never use the same tissue or washcloth twice. To protect the health of the children and other staff, stay at home if you have any of the following.

1. Uncontrolled diarrhea. The employee may return after a normal stool.
2. Vomiting. The employee may not return until 24 hours after the vomiting has ceased or a health professional determines that the employee may return to work.
3. Pink eye with white or yellow eye discharge until 24 hours after treatment is started.
4. Head Lice, scabies or other infestations until the employee is treated and nit free.
5. Fever of 101 degrees or more. An employee must be fever free for 24 hours **without the aid of fever reducer** unless a health professional determines that the employee is free from communicable illness.
6. At the discretion of the Coordinator—any employee who is unable to perform the job duties assigned will not be able to remain. Even if the employee is not considered contagious, he/she may be asked to leave as to not compromise the health and safety of the children.

CLEANING AND SANITATION PROCEDURES

One of the most important steps in reducing the spread of infectious diseases among children and Center staff is cleaning and sanitizing surfaces that could possibly pose a risk to children or staff. Household bleach with water is recommended. It is effective, economical, convenient, and readily available. The solution is non-toxic and safe if handled properly, and kills most infectious agents. The standard solution is $\frac{1}{4}$ cup of household bleach to one gallon of cool water. This mixture is actually safer to ingest than swimming pool water. It also loses its strength over time and is weakened by heat and sunlight. New solution should be made daily and left over solution discarded at the end of each day.

RELEASING CHILDREN TO ADULTS

1. Speak to children and families as they leave at the end of the day. If the opportunity arises, share something positive from the child’s day with the parents. Lead teachers will handle reporting misbehaviors.

2. Parents are to sign their children out on the time sheet. If you notice a parent leaving without signing out, indicate on the sign-out sheet the time that the child actually left.
3. All parents have filled out release information. If you do not recognize the adult picking up the child, ask for identification. If this person is not on the release sheet, **do not** allow the child to leave with this person. The lead teacher or Coordinator will contact the family to ensure the safety of the child.
4. Sometimes a parent may be restricted by a court order from visiting or taking children from the Center. The court order must be on file. This information should also be documented on the release sheet. If in doubt, check with the lead teacher. The children's safety is our top priority.

WORKING WITH FIELD EXPERIENCE STUDENTS

1. Field experience students are **not** counted in the adult/child ratio of each classroom. Therefore, they may **not** take responsibility for a child or group of children without a staff member present.
2. Dishwashing, laundry, toileting/diapering, etc. are to be done by paid staff. Field experience students may wash dishes following a planned cooking lesson. Be prepared to assist in setting up appropriate washtubs, rinses, etc.
3. The lead teacher will need to spend time with field experience students. Know the schedule and routines so that you may carry on as needed.
4. Be prepared to assist field experience students with guidance of children. Be sure that you understand the Center philosophy before attempting to model or explain it to them.

CLASSROOM ASSIGNMENT AND SCHEDULE

Although you will be assigned to a particular classroom, circumstances may make it necessary, on occasion, to move you to a classroom in which you usually do not work or that is not your first choice. Every effort is made to place you in the classroom that you prefer, however, your class schedule may affect your placement. We will hope to make the changes for you as we can during the semester or for the following semester. Those who turn in their class schedules first get priority in placement. You are also allowed to substitute in any classroom. For this reason, you will want to check with the lead teacher to get any room specific guidelines in order to maintain consistency for the children and families.

WATER PLAY

Precautions are taken to ensure that communal water play does not spread infectious disease and that children do not drink the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play activity. When the activity period is completed with each group of children, the water is

drained. Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table.

INFANT SLEEPING REQUIREMENTS

To reduce the risk of Sudden Infant Death Syndrome (SIDS):

- Infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission.
- Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs or rest equipment for infants younger than eight months.
- Sleep sacks are provided for babies to use rather than blankets.

After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position.

When Infants and toddlers/twos are sleeping, mirrors, video, or sound monitors may be used to augment supervision in sleeping areas, but such monitors may not be relied on in lieu of direct visual and auditory supervision.

- Teachers and student staff are aware of, and positioned so they can hear and see, any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake. Checking children's breathing and making sure face is uncovered is important.

ORAL HEALTH POLICIES

After each feeding, infant's teeth and gums are wiped with a disposable tissue (or clean cloth used only for one child and laundered daily) to remove liquid that coats the teeth and gums. At least once daily where children older than one year receive two or more meals, teaching staff provide an opportunity for tooth brushing and gum cleaning to remove food and plaque. Toothpaste is not used with children under 12 months of age.

APPENDIX A
INFANT ROOM

UNI CDC Infant Room Daily Schedule

<p>Early Morning</p> <p>7:30 to 9:00</p> <p>9:00</p>	<p>*On-Going Routine Care*</p>	<p>Arrival:</p> <p>*Greet each child & family member -Use names of both child and family member, take any items needing to be stored away and do so, hand family member child's blank daily sheet on clipboard to fill out top of and gather any pertinent information about child for day</p> <p>*Breakfast offered as needed -This time includes introducing children to self-help skills such as hand washing, tooth brushing, eating drinking, and using words and/or signs to express wants and needs at meal time (i.e., more, please, all done, etc.) -After meal is finished, children are to brush teeth at the table or in teacher's lap -Wash hands before & after meal time at diaper changing station (spray sink)</p> <p>Free Choice Play: -This time includes small group and individualized activities using the areas of language, problem solving, music, art, science, math, motor skills, social/emotional development and more!</p>
<p>Mid-Morning</p> <p>10:30 to 11:30</p>	<p><u>Routine Care includes:</u> diapering, nose wiping, hand washing, bottle feeding, & resting/ napping</p>	<p>Snack:</p> <p>*Offered as needed for older infants -See <i>Breakfast information</i></p> <p>Large Motor Play: -Weather permitting, and based on individual child's routine care needs, we will go outside and enjoy the fresh air, and have an opportunity for walks and exploration of our playground, neighborhood, and campus. -In the event of indoor play (weather restrictions, staffing conflicts, children's needs, etc.), the following will be offered in various areas around the center, including, but not limited to, the gymnasium, hallway, other classrooms, sectioned off part of this classroom: climbing mats, crawl-through tunnels, walking toys, etc.</p> <p>Free Choice Play: -See <i>Early Morning Free Choice Play information</i></p>
<p>Lunch</p> <p>11:30 to 12:30</p>		<p>Lunch:</p> <p>*Offered as needed for older infants -See <i>Breakfast information</i></p>
<p>Early Afternoon</p> <p>12:30 to 3:30</p>		<p>Rest time:</p> <p>*Offered as needed for older infants</p> <p>Snack:</p> <p>*Offered as needed for older infants -See <i>Breakfast information</i></p> <p>Free Choice Play: -See <i>Early Morning Free Choice Play information</i></p>
<p>Late Afternoon</p> <p>3:30 - 5:30</p>	<p>*On-Going Routine Care*</p>	<p>Large Motor Play: -See <i>Mid-Morning Large Motor Play information</i></p> <p>Free Choice Play: -See <i>Early Morning Free Choice Play information</i></p> <p>Departure: *Greet family member by name, and let their child know their family has arrived, taking child to family member. Gather child's items to give to family member, including daily sheet, discussing child's day with family, and informing them of any pertinent information.</p>

**We are very flexible with this schedule and implement activities according to the flow of the day and each child's individual needs as the day progresses.*

Infant Classroom Room Teacher Duties

- Web/lesson planning and implementation
- Curriculum development
- General cleaning (sweeping, cleaning tables, washing dishes, sanitize toys nightly, daily laundry, etc.)
- Classroom management
- Primary care of children (feeding – bottle, baby food, table food, etc.; general hygiene; diaper changing routines; menu creations/implementation; daily sheet completion and filing)
- Adaptation and Individualization of all children including, English language learners, speech delays, behavior management
- Develop and maintain electronic portfolios for students and classroom as a whole
- Implementation of assessments (Ounce Scale, ASQ's, DECA's, IELS, etc.)
- Daily observations on all children for assessment/ development purposes
- Staff scheduling, supervision, management, and evaluation
- Supervision and evaluation of field experience students/education majors
- Provide professional development training for colleagues and student staff
- Parent communication, interaction, and mediation (face-to-face, email, blog, daily sheets, etc.)

APPENDIX B
TODDLER ROOM

TODDLER ROOM DAILY SCHEDULE

<p>Early Morning</p> <p>7:30 to 10:15</p>	<p>Arrival *Greet Each Child and Parent. Ask for any special instructions.</p> <p>Free Choice Play Children may choose from any/all activity centers: Relaxation, Dramatic Play, Books, Music/Movement, Fine Motor, Art and Blocks.</p> <p>Breakfast children who have not eaten or are still hungry. Children not involved may continue free play. *Brush Teeth and wash hands and faces</p> <p>Free Choice Play with Guided Options Activity centers listed above plus: Teachers are interacting with children In some planned activities -Teachers guided options may include: Sensory table, Cooking, Writing, Dancing, etc.</p>	<p>All Day On-Going Routine Care</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p><u>Routine Care</u> <u>Includes:</u></p> <p>Diapering,</p> <p>*</p> <p>Nose Wiping,</p> <p>*</p> <p>Hand Washing, & Resting (For Children who are tired)</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>On-Going Routine Care</p> <p>*</p>
<p>Late Morning</p> <p>10:15 to 11:30</p>	<p>Snack wash hands, serve family style and wash hands/faces.</p> <p>Large Motor Activity *Outside: Free Play with materials on the play ground or Campus/Neighborhood Walk/Stroll *Inside: Free Play In the Gym only if weather prohibits outside time. Choices include: Balls, Hula Hoops, Blocks, Doll Houses, Bean Bags & Books</p> <p>Free Choice Play Children may choose from any/all activity centers: Relaxation, Dramatic Play, Books, Music/Movement, Fine Motor, Art and Blocks.</p>	
<p>Mid-Day</p> <p>11:30 to 12:15</p>	<p>Lunch *Wash Hands *Big Book Story Time *Nutrition Activity *Family Style for second servings *Brush Teeth *Clear Dishes, Wash hands and faces, Go to cots/cribs.</p>	
<p>Early Afternoon</p> <p>12:15 to 2:45</p>	<p>Rest Time Soft Music and comforting touch until all are asleep.</p> <p>Free Play in the Hallway as children wake and are ready to play they may go to the hallway to play with provided activity/toys. Materials include: Animals, Books, Blocks, Baby Dolls, Magnets & Fine Motor toys and Dry Erase markers.</p>	
<p>Late Afternoon</p> <p>2:45 to 5:30</p>	<p>Snack wash hands, serve family style and wash hands/faces.</p> <p>Free Choice Play with Guided Options Activity centers listed above plus: Teachers are interacting with children In some planned activities -Teachers guided options may include: Sensory table, Cooking, Writing, Dancing, etc.</p> <p>Large Motor Activity *Outside: Free Play on the play ground with Blocks, Riding/Push Toys, Hula Hoops, Balls, & Chalk. *Inside: Free Play In the Gym only if weather prohibits outside time. Choices include: Balls, Hula Hoops, Blocks, Doll Houses, Bean Bags & Books</p> <p>Free Choice Play Children may choose from any/all activity centers: Relaxation, Dramatic Play, Books, Music/Movement, Fine Motor, Art and Blocks.</p> <p>Departure *Greet Parents *Give them the Daily Sheet and talk about their child's day</p>	

Toddler Classroom Teacher Duties

- Web/lesson planning
- Curriculum development
- General cleaning (sweeping, cleaning tables, washing dishes, etc.)
- Classroom management
- Primary care of children (feeding, general hygiene, assisting with bathroom routines)
- Adaptation for English language learners, speech delays, behavior management
- Develop and maintain electronic portfolios for students and classroom as a whole
- Staff scheduling, supervision and evaluation
- Supervision and evaluation of field experience students/education majors
- Provide professional development training for colleagues and student staff
- Parent communication, interaction, and mediation (bi-annual parent-teacher conferences, face-to-face, email, blog, etc.)

APPENDIX C

2-3 ROOM



2-3 Room

Daily Schedule



<p><u>Early Morning</u></p> <p>7:30-9:00</p>	<p>*On-Going Routine Care*</p> <p><u>Routine Care includes:</u></p> <p>diapering,</p> <p>nose wiping,</p> <p>hand washing,</p> <p>&</p> <p>resting (for children who are tired).</p> <p>*On-Going Routine Care*</p>	<p>* Greet each child & parent</p> <p>* Breakfast (children who have not eaten, new arrivals & children who are still hungry) - Needed items stacked at end of table for children to set own place</p> <p>* Free choice play for children who have already eaten and as children finish eating & cleaning up</p> <p>* Brush teeth</p>
<p><u>Mid-Morning</u></p> <p>9:15 to 11:30</p>		<p>Free choice play with <u>guided options</u></p> <p>* Guided Play Options - Teachers are interacting with children in some planned activities - Possible planned activities include: small group story, music, art, movement, science, table toys, themed activities, sensory, finger plays, songs, etc.</p> <p>* Snack as an option</p> <p>* Free Choice Play Options - Teachers guided options - Centers: kitchen/housekeeping, music, blocks, cars/trucks, library , etc.</p> <p>*Clean up</p> <p>Large Motor (approximately 45-60 min.)</p> <p>*Outside- weather permitting</p> <p>* Alternate Space - Gym as needed</p>
<p><u>Lunch</u></p> <p>11:30 to 12:30</p>		<p>Lunch includes:</p> <p>* Wash hands-- Needed items stacked at end of table for children to set own place</p> <p>* Family style lunch with children helping</p> <p>* Children <u>clean-up</u> after themselves</p> <p>* Wash hands & brush teeth</p>
<p><u>Early Afternoon</u></p> <p>12:30 to 4:00</p>		<p>Rest time: soft music & comforting touch - Teacher-directed activities for children who are awake</p> <p>Snack: wash hands, children help set-up & clean-up, wash hands</p> <p>Free choice play with <u>*Guided Options</u>: may continue what was started in AM or add some different choices/ guided options.</p> <p>*Clean up</p>
<p><u>Late Afternoon</u></p> <p>4:00-5:30</p>		<p>Large Motor (approximately 45min.)</p> <p>*Outside- weather permitting</p> <p>* Alternate Space - Gym as needed</p> <p>Free choice play with <u>*Guided Options</u>: may continue what was started in AM or add some different choices/ guided options.</p> <p>Departure: Greet parents & fill them in on their child's day</p>

2-3 Room--Classroom Teacher Duties

- Web/lesson planning
- Curriculum development
- General cleaning (sweeping, cleaning tables, washing dishes, etc.)
- Classroom management
- Primary care of children (feeding, general hygiene, assisting with bathroom routines,
- Adaptation for English language learners, speech delays, behavior management
- Develop and maintain electronic portfolios for students and classroom as a whole
- Staff scheduling, supervision and evaluation
- Supervision and evaluation of field experience students/education majors
- Provide professional development training for colleagues and student staff
- Parent communication, interaction, and mediation (face-to-face, email, blog, etc.)

APPENDIX D

3-4 ROOM

3-4 YEAR OLD ROOM

<p><u>Arrival, Breakfast, and Self-Directed Activities</u></p> <p>7:30-9:00</p>	<p>*On-Going Routine Care*</p>	<p>Arrival:</p> <ul style="list-style-type: none"> * Greet each child & parent - Children wash hands upon arrival. * Breakfast - Children wash hands, choose place setting, family style meal with children serving themselves, clean-up, wash hands & brush teeth. Children clean-up after themselves; assist in spills, scrape plates and put dishes/utensils in tubs. * Self-directed activities in activity centers - Center possibilities: dramatic play, music, blocks, cars/trucks, library, writing, science, etc. <li style="padding-left: 20px;">* Clean up occurs prior to large group. *
<p><u>Large Group, Centers and Large Motor</u></p> <p>9:00-11:30</p>	<p><u>Routine Care includes:</u></p>	<ul style="list-style-type: none"> * Large Group - May include finger plays, books, music, movement, songs, language experience, etc. * Learning Centers - Children choose between blocks, science, cooking, dramatic play, library, manipulative, puzzles, games, sensory table, music, art and writing centers planned around a current theme. Includes planned small groups of teacher-initiated activities. <li style="padding-left: 20px;">* Clean up occurs prior to large motor play. * * Large Motor Play (approximately 45 minutes) -Outdoor as weather permits (gym as alternative). May include some teacher-directed activities: balls, walking cans, hula hoops, dancing ribbons, music, sand, etc.
<p><u>Large Group and Lunch</u></p> <p>11:30-12:30</p>	<p>Toileting (including potty training for those children in the process),</p>	<ul style="list-style-type: none"> * Small group of children set tables - Children wash hands, set meal place settings with 1:1 correspondence. * Large Group - May include children's sharing time, finger plays, books, music, movement, songs, language experience, etc. * Family style small group meal - Children wash hands, eat, and engage in conversation with peers and teacher/staff. * Children clean-up place setting after themselves - Children assist in spills, scrape plates and put dishes/utensils in tubs. * Visit bathroom and brush teeth
<p><u>Rest Time and Quiet Activities</u></p> <p>12:30-3:00</p>	<p>&</p> <p>hand washing</p>	<ul style="list-style-type: none"> * Rest time <ul style="list-style-type: none"> - Soft music & comforting touch (approximately 1 hour for non-nappers) -Teacher-directed activities for children who are awake * Quiet Activities: Books/Puzzles/Games <ul style="list-style-type: none"> -Teacher-directed quiet activities for non-nappers and as children wake up from nap. May include books, puzzles, folder games, lacing cards, etc. (Depending upon the staff:child ratio this may include large motor free play outside of the room. Outdoors as weather permits. [Gym as alternative]) <li style="padding-left: 20px;">* Clean up occurs prior to large group. *
<p><u>Large Group, Centers, Snack, and Large Motor</u></p> <p>3:00-5:00</p>	<p>*On-Going Routine Care*</p>	<ul style="list-style-type: none"> * Large Group - May include fingerplays, books, music, movement, songs, language experience, etc. * Learning Centers - Children choose between blocks, science, cooking, dramatic play, library, manipulative, puzzles, games, sensory table, music, art and writing centers planned around a current theme. Includes planned small groups of teacher-initiated activities. * Snack - Children wash hands, set up own place, family style snack with children serving themselves - children clean-up place setting after themselves; assist in spills, scrape plates and put dishes/utensils in tubs. Wash hands when finished. <li style="padding-left: 20px;">* Clean up occurs prior to large motor play. * * Large Motor Play (approximately 45 minutes) -Outdoor as weather permits (gym as alternative). May include some teacher-directed activities. Balls, walking cans, hula hoops, dancing ribbons, etc.
<p><u>Departure, Books, Puzzles and Games</u></p> <p>5:00-5:30</p>		<p>Departure</p> <ul style="list-style-type: none"> * Greet parents & fill them in on their child's day * Self-directed activities - Children choose between books, games or puzzles. * Say good-bye to parents/children upon departure

3-4 Year Old Classroom Teacher Duties

- Web/lesson planning
- Curriculum development
- General cleaning (sweeping, cleaning tables, washing dishes, etc.)
- Classroom management
- Primary care of children (feeding, general hygiene, assisting with bathroom routines, etc.)
- Adaptation for English language learners, speech delays, behavior management
- Coordination with special services, such as AEA, HS, or Speech-Language Pathologists
- Develop and maintain electronic portfolios for students and classroom as a whole
- Staff scheduling, supervision and evaluation
- Supervision and evaluation of field experience students/education majors
- Provide professional development training for colleagues and student staff
- Parent communication, interaction, and mediation (face-to-face, email, blog, bi-annual conferences, etc.)
- Child assessments and paperwork required for HS
- Observations of children
- Fundraising efforts

APPENDIX E

4-5 ROOM

4-5 YEAR OLD ROOM

<p style="text-align: center; color: red;"><u>Arrival, Breakfast, and Self-Directed Activities</u></p> <p style="text-align: center;">7:30 to 9:00</p>	<p style="text-align: center;">*On-Going Routine Care*</p>	<p>Arrival:</p> <ul style="list-style-type: none"> * Greet each child & parent - Parents wash children's hands upon arrival. * Breakfast - Children wash hands, set up own place, family style meal with children serving themselves, clean-up, wash hands & brush teeth. * Self-directed activities in activity centers - Center possibilities: housekeeping, music, blocks, cars/trucks, library, science, etc. <li style="padding-left: 20px;">*Clean up occurs prior to large group.
<p style="text-align: center; color: orange;"><u>Large Group, Centers and Large Motor</u></p> <p style="text-align: center;">9:00 to 11:30</p>	<p style="text-align: center;">Routine Care includes:</p>	<ul style="list-style-type: none"> * Large Group - May include fingerplays, books, music, movement, songs, language experience, etc. * Learning Centers - Children choose between blocks, science, cooking, dramatic play, library, manipulative, puzzles, games, sensory and water table, music, art and writing centers. Additional materials provided planned around a current theme. Includes planned small groups of teacher-initiated activities. Clean up occurs prior to large motor play. * Large Motor Play (approximately 45 minutes) -Outdoor as weather permits (gym as alternative). May include some teacher-directed activities. Balls, walking cans, hula hoops, dancing ribbons, blocks, etc.
<p style="text-align: center; color: orange;"><u>Lunch and Large Group</u></p> <p style="text-align: center;">11:30 to 12:30</p>	<p style="text-align: center;">Toileting, Hand washing,</p>	<ul style="list-style-type: none"> * Small group of children set tables - Children wash hands, set meal utensils with 1:1 correspondence. * Large Group - May include children's sharing time, fingerplays, books, music, movement, songs, language experience, etc. * Family style small group meal - Children wash hands, eat, and engage in conversation with peers and teacher/staff. * Children clean-up after themselves - Children assist in spills, scrape plates and put utensils in tubs. * Wash hands * Visit bathroom and brush teeth
<p style="text-align: center; color: green;"><u>Restime, Snack and quiet activities</u></p> <p style="text-align: center;">12:30 to 3:00</p>	<p style="text-align: center;">&</p>	<ul style="list-style-type: none"> * Rest time <ul style="list-style-type: none"> - Soft music & comforting touch (approximately 1 hour for non-nappers) -Teacher-directed activities for children who are awake. * Large Motor free play (approximately 45 min. for non-nappers) <ul style="list-style-type: none"> - Outdoor as weather permits (gym as alternative). * Inside quiet activities - Writing notebooks, puzzles, file folder games, coloring, etc. *Snack - Children wash hands, set up own place, family style snack with children serving themselves, clean-up, & wash hands. <li style="padding-left: 20px;">*Clean up occurs prior to large group.
<p style="text-align: center; color: blue;"><u>Large Group, Centers and Large Motor</u></p> <p style="text-align: center;">3:00 to 5:00</p>	<p style="text-align: center;">Affection ♥</p>	<ul style="list-style-type: none"> * Large Group - May include fingerplays, books, music, movement, songs, language experience, etc. * Learning Centers - Children choose between blocks, science, cooking, dramatic play, library, manipulative, puzzles, games, sensory and water table, music, art and writing centers. Additional materials provided planned around a current theme. Includes planned small groups of teacher-initiated activities. Clean up occurs prior to large motor play. * Large Motor Play (approximately 45 minutes) -Outdoor as weather permits (gym as alternative). May include some teacher-directed activities. Balls, walking cans, hula hoops, dancing ribbons, blocks, etc.
<p style="text-align: center; color: purple;"><u>Departure, Books and Games</u></p> <p style="text-align: center;">5:00 to 5:30</p>	<p style="text-align: center;">*On-Going Routine Care*</p>	<p>Departure</p> <ul style="list-style-type: none"> * Greet parents & fill them in on their child's day * Self-directed activities - Children choose between books and games or puzzles. * Closing down of room and clean up.

4-5 Classroom Teacher Duties

- Web/lesson planning
- Curriculum development
- General cleaning (sweeping, cleaning tables, washing dishes, etc.)
- Classroom management
- Primary care of children (feeding, general hygiene, assisting with bathroom routines)
- Adaptation for English language learners, speech delays, behavior management
- Develop and maintain electronic portfolios for students and classroom as a whole
- Staff scheduling, supervision and evaluation
- Supervision and evaluation of field experience students/education majors
- Provide professional development training for colleagues and student staff
- Parent communication, interaction, and mediation (face-to-face, email, blog, etc.)
- Child assessments and paperwork required for HS
- Observations of children
- Fundraising efforts
- Perform parent teacher conferences
- Attend team teacher meetings regularly
- Maintain personal training requirements

APPENDIX F

UNI CHILD DEVELOPMENT CENTER TEACHER FINANCIAL ARRANGEMENTS

Lead teachers can pay for the childcare bill either in full or in pre-determined installments through non-student billing or payroll deduct. Fees for CDC lead teachers are as follows:

Rates per Child	CDC Teacher Rate (Semester)
Infants (0-24 months)	\$2100
Toddlers (24-36 months)	\$1904
Pre-K (3-5 years)	\$1708

*Children must meet a cut-off date of September 15 and January 15 to determine the fees each semester. For example, if your child turns 2 on October 8, the fee for the semester remains with Infant until the following semester. Likewise, for example, if your child turns 3 on March 5, the fee charged will remain with Toddlers.

*Semester supply fees are assessed at \$80/1st child; \$60/2nd child; \$40/3rd child

*One time registration fee of \$50 per child, non-refundable

*Includes breakfast, lunch, and snacks

A binding enrollment agreement will be signed between the teacher and Center stating the agreed upon payment option.

All fees must be collected as specified on the enrollment agreement or enrollment for the next semester may be affected.

In order to maintain adequate funds for daily operation, there will be no refunds for a child's absence from the Center during his or her period of enrollment.