

**St. Andrew's Presbyterian
Children's Center**

**3204 Skillman St.
Dallas, TX 75206
214-823-9199**

**Operations Manual
&
Staff Handbook 2017**

This handbook is intended to familiarize staff members with St. Andrew's Presbyterian Children's Center policy, practices and standards. An electronic version of the handbook is available on our website at www.standrewsdallas.org/sapcc-handbook.pdf. A print copy of the handbook is available upon request. St. Andrew's reserves the right to revise its policies, practices and standards as deemed appropriate by the Director. Staff members will be notified of updates to the staff handbook as they occur.

Table of Contents

History	pg. 1
Mission Statement	pg. 1
Philosophy and Guiding Principles	pg. 1
General Center Information	pg. 1-2
General Staff Expectations	pg. 3-4
Professional Development	pg. 5
Personnel Policies	pg. 6-7
Attendance Policies	pg. 8
Disciplinary Procedure	pg. 9
Health and Safety Policies	pg. 10-12
Curriculum Planning	pg. 13-14
Assessments	pg. 15
Daily Duties for all Classroom Staff	pg. 15
Arrival & Departure	pg. 15
Guidance Strategies	pg. 16-19
Meals and Nutrition	pg. 20
Infant, Toddler and Twos Program Information	pg. 20
Parent Relationships	pg. 21
Position Descriptions	pg. 21-24
Benefits	pg. 24
Emergency Procedures	pg. 25-29
Hand Washing Procedure	pg. 30
Diapering Procedure	pg. 31
Cleaning, Sanitizing and Disinfecting of Equipment	pg. 32

HISTORY

St. Andrew's Presbyterian Church has a long history of providing excellent child care on its campus serving the East Dallas community. Originally named St. Andrew's United Presbyterian Pre-School many years ago, the facility was later operated independently as the Lakewood Montessori School, and more recently as the Kid Kountry Child Care and Learning Enrichment Center. As of 2016, the child care facility is once again owned and operated by St. Andrew's Presbyterian Church. St. Andrew's is proud to be at the helm of this wonderful facility, bringing us full-circle in our mission to serve the families in Lakewood and East Dallas, and to encourage the growth and development of children and youth in our community.

MISSION STATEMENT

At St. Andrew's Presbyterian Children's Center, we believe in the value and uniqueness of each child we serve. Our childcare experience is designed to promote each child's own individual social, emotional, physical, and cognitive development. As caregivers and educators, our mission is to provide a safe and developmentally appropriate learning environment, which fosters a child's natural desire to explore, discover, create, and become a lifelong learner.

PHILOSOPHY

Our program is built around the concept that children are born ready to learn. As caregivers, we strive to create a learning environment that is safe, stimulating and encouraging. The following principles serve as the foundation for our curriculum.

- Children develop knowledge of their world through active interactions with caregivers, peers, materials, and events.
- Learning is sequential, building on prior understandings and experiences.
- Learning proceeds at different rates in each area and each child; children will show a range of skills and understandings in any one area of development.
- Learning in each area is interconnected. Young children learn best through experiences, which incorporate several areas of development.
- Learning is embedded in a culture. Children learn best when their learning activities are rooted in a familiar cultural context.
- Learning begins in the family, continues in early care and education settings, and depends on parent involvement and caregiver guidance.

GENERAL CENTER INFORMATION

Director: Martha Alcantara

martha@standrewsdallas.org

Office: (214) 823-9199

St. Andrew's Liaison: Pepa Paniagua

pepa@standrewsdallas.org

Office: (214) 821-9989

HOURS OF OPERATION

SAPCC is open Monday through Friday from 7:00am to 6:00pm. The center is closed for the following holidays:

New Year's Day

Martin Luther King Day

Good Friday

Memorial Day (2 days)

Independence Day

Labor Day (2 days)

Thanksgiving (3 days)

Christmas (2 days)

Parents are advised to plan for these dates! If holidays fall on a Saturday or Sunday, SAPCC reserves the right to close on an alternate day. A holiday schedule will be provided to parents at the time of enrollment.

PROGRAMS

There are 6 childcare programs offered at SAPCC. They are:

- **Infants** 6 weeks to 12 months 10 children
- **Infant II** 12 months to 18 months 5 children
- **Toddler I** 18 months to 24 months 9 children
- **Toddler II** 24 months to 36 months 11 children
- **Pre-School I** 3 years to 4 years 12 children
- **Pre-School II** 4 years to 5 years 15 children

RATIOS

At SAPCC, we maintain the following staff-to-child ratios at all times in our classrooms:

<u>Age of Children</u>	<u>Minimum Ratio of Staff to Children</u>
6 weeks to 12 months	2 staff for every 10 children in one room (otherwise 1 staff for every 4 children)
12 months to 18 months	1 staff for every 5 children
18 months to 24 months	1 staff for every 9 children
24 months to 36 months	1 staff for every 11 children
3 years old	1 staff for every 12 children
4+ years old	1 staff for every 15 children

Children of different age groups may be combined if the following guidelines are followed:

- Infants may only be combined with children that are within 18 months in age of the youngest infant in the group, provided that the infant ratio is maintained (1 staff to 4 children or 2 staff to 10 children).
- Children 18 to 24 months may be combined in a classroom with children two years of age. If a majority of children are 18-24 months then the 1:9 ratio must be maintained. If a majority of children are 2 years old, then the 1:11 ratio may be used.
- Children 2 years old may be combined with children who are 3 years old. If a majority of children are 2 years old then the 1:11 ratio must be maintained. If a majority of children are 3 years old, then the 1:15 ratio may be used.
- Classrooms of children 3 years and older may be combined, with the ratio determined by the age of the majority of the children in the group.

During naptime, at least **one** staff member shall be present in every room where children are sleeping and/or resting. For children 18 months and older, staff-to-child ratios can be reduced to 1 staff for 16 children during the 45 minutes after opening the center and during the 45 minutes prior to closing the center.

Ratios must be maintained at all times, including when emergency procedures are in effect.

LICENSING

SAPCC is a public program voluntarily licensed by the Texas Department of Family and Protective Services. A copy of the licensing rules is available for review in the office, and on the web at <https://www.dfps.state.tx.us>.

WEATHER-RELATED CLOSINGS

SAPCC will remain open during most severe weather. The Director and/or Assistant Director will monitor the weather and local news stations to determine when it is appropriate to close the center early or cancel care for the following day.

In the event that SAPCC closes early or cancels care for the following day, parents will be contacted and informed of the situation. Children should be picked up in a reasonable amount of time to ensure all parents, children, and staff can travel safely home.

General Staff Expectations

PROFESSIONALISM

Each SAPCC staff member is a child care professional and is expected to act as such. The following general guidelines for professionalism should be maintained at all times:

- Arrive on time and stay entire shift, if needed.
- Is not absent from work on a regular basis and finds a substitute when necessary.
- Dress appropriately for interaction with children.
- Take directions, suggestions and criticisms, and follow through to improve performance.
- Respect confidential information regarding children, families, and co-workers.
- Display a positive attitude toward the entire center (the program, children, families and co-workers).
- Attend staff meetings and other Center events.
- Complete DFPS required training courses in a timely fashion.

DRESS CODE

Staff members are expected to observe the 3 C's for appropriate attire at work as follows:

- **COMFORTABLE** – Staff is expected to play with the children and be down at their level whenever it is appropriate. To do this, staff must be dressed in comfortable clothes that allow free movement and activity. Staff members should wear clothing they feel comfortable getting dirty or stained, as staff members are expected to participate alongside the children during all daily activities. Sneakers are appropriate footwear.
- **CLEAN** - All clothing should be clean with no stains, rips or tears, and must smell appropriate. This also applies to personal hygiene.
- **COURTEOUS** - Staff members interact with children and parents on a daily basis and should dress professionally. Clothing may not contain alcohol, drug, or cigarette references. Vulgar sayings or suggestions are forbidden. Certain articles of clothing are never appropriate for the work environment, including: halter tops, strapless “tube” tops, short skirts/shorts, sweatpants, leggings, exercise pants, excessively torn jeans/shorts, and low-rise jeans/shorts which expose undergarments.

It is expected that all staff members will present themselves and SAPCC in a professional, respectable manner. Any staff member not adhering to the dress code may be asked to leave and return dressed appropriately.

CELL PHONES

It is important that every staff member's attention remains on the children *at all times*. A second's lapse in attention could result in a serious accident, which, with appropriate supervision, would have been prevented. Therefore: Cell phones are not permitted in any of the program rooms. Cell phones should remain turned off and stored in a purse, bag, coat, etc. while a staff member is clocked in. Cell phone use is permitted only during an approved break, and never in a classroom. It is never appropriate to make a personal phone call, send a text message, check voicemail, etc. while in the presence of children, even while on an approved break.

It is expected that when leaving the center for any reason (walk, playground, etc.), one staff member will carry with them a cell phone. In this circumstance, the cell phone should only be used in the event of an emergency and not for personal calls/text messaging.

In the event of an emergency, the staff member must inform both a Senior Teacher and Director and/or Assistant Director of the situation. In this case, cell phones must be set to vibrate. Calls may be answered only after a substitute has arrived to replace the staff member, and outside of the classroom. Ratios must be maintained at all times.

COMPUTERS

All SAPCC-owned computers are to be used for work purposes only. Under no circumstances may software be installed without the prior permission of the Director and/or Assistant Director. Staff members may bring in a personal computer to use during nap time only, and *for planning and preparation use only*. The wireless network password may be obtained from the Director and/or Assistant Director. *Computer use is forbidden during all times other than nap/rest time.*

TIME CARDS AND PAYROLL

Each hourly staff member is responsible for clocking in and out each scheduled workday using a time card and the time clock. Staff members may not clock in more than 15 minutes before their scheduled shift and are expected to clock out immediately after their shift ends. If a staff member forgets to clock in or out, the Director and/or Assistant Director must enter the time and therefore should be notified promptly when this situation arises. Failure to follow the above guidelines may delay processing of a staff member's payroll check until the following pay date.

Payroll is separated into two pay periods. The first pay period is the 1st through the 15th of each month. The pay date for this period is the 21st. The second pay period is the 16th through the end of the month. The pay date for this period is the 7th. If a pay date falls on a weekend day or holiday, the pay date will then be the first business day before the weekend or holiday. For example: if the 7th is a Saturday, the pay date will be Friday, the 6th.

PERSONAL BELONGINGS

Coats, backpacks, purses, etc. must be safely put on hooks, in closets/cabinets and out of reach of children. SAPCC is not responsible for lost or stolen items.

FOOD/MEALS

Staff members may store a small amount of food in the break room refrigerator. All food should be clearly labeled with the staff member's name and date. Food should be removed or discarded after two days. Meals should be eaten and prepared only during an approved break.

HAND WASHING

Staff members must wash their hands at the following times:

- Upon arriving at the center
- After **each** diaper change
- After helping a child use the toilet
- After wiping a nose, coming into contact with saliva or any other bodily fluid.
- Before preparing meals
- Before and after meal times
- Before and after using the sensory table
- After removing gloves
- After using the restroom
- After returning to the center from a break
- After coming indoors from the playground

****Frequent hand washing with soap and warm running water for at least 20 seconds is the most effective way to reduce and prevent the spread of illnesses like diarrhea, the flu, and conjunctivitis (pink eye).**

Professional Development

REQUIRED TRAINING

Research indicates that formal education or training that increases the knowledge of providers has been shown to be the greatest determinant of safe and quality programming for children.

Required training within the first six months of employment, for ALL staff members:

- Two hours of training for mandatory reporting of child abuse. **(Must be updated annually)**
- At least one hour of training regarding universal precautions and infectious disease control. **(Must be updated annually)**

Staff members must have completed within their first year of employment:

- Certification in American Red Cross or American Heart Association infant, child, and adult cardiopulmonary resuscitation (CPR). A valid certification indicating the date of the training and expiration date must be turned into the Director and/or Assistant Director. (Valid for **two** years)
- Certification in infant, child, and adult first aid from American Red Cross, American Heart Association, the National Safety Council, or Emergency Medical Planning. A valid certificate indicating the date of training and expiration date must be turned into the Director. (Valid for **two** years.)
- 10 contact hours of training arranged by the Director and/or Assistant Director – at least 4 hours must be in a sponsored group setting.
- After the first year of employment, employees must receive **8 hours of training annually** relevant to the age group for whom the employee primarily provides care.

Annually: 24 clock hours of training required for each caregiver; 30 clock hours of training required for the Director.

“Annually”, when referring to training courses is defined as September 1 through August 31 of the following year.

All fees for required training courses are to be paid by the staff member, unless otherwise arranged with the Director. If a staff member is interested in participating in training courses after his/her annual requirement for training has been met, SAPCC may pay the course fee if the course is approved by the Director.

STAFF MEETINGS

All SAPCC staff members are required to attend 3 staff meetings per year. Important information, procedures, and policies are introduced and reviewed at these meetings; it is important to have 100% attendance. Employees will be notified at least two weeks in advance and must meet with the Director and/or Assistant Director if unable to attend a staff meeting. The required staff meetings are unpaid. Additional paid staff meetings may be held throughout the year.

NEW STAFF ORIENTATION

All new staff members will be asked to read the SAPCC operations manual/staff handbook and parent handbook, and Texas Child Care Minimum Standards. Prior to working in the classroom, the Director and/or Assistant Director will schedule an orientation meeting to complete required paperwork, and review center operation and policies.

EVALUATIONS

Evaluations of a staff member’s performance will be conducted by the Director and/or Assistant Director. Evaluations will be performed annually. Informal evaluations will be performed throughout the year during scheduled and unscheduled classroom observations. Parent surveys will be passed out shortly before a staff member’s evaluation meeting and feedback will be included in the staff member’s evaluation. Staff members will be required to complete a self-evaluation prior to meeting with the Director and/or Assistant Director.

Personnel Policies

The following policies are intended to protect the rights of staff members and to ensure maximum understanding and cooperation. SAPCC staff members are expected to be:

- On-time and alert when scheduled to be at work.
- Careful and conscientious in performance of duties, including the use of positive words and actions.
- Respectful, thoughtful, and considerate of other people.
- Courteous and helpful when dealing with children, parents, visitors, and other staff members

CONFIDENTIALITY

It is important that all staff members be discreet in sharing information regarding the children and their parents in public areas. Names and identifying characteristics of children and families should not be shared with anyone other than staff members working in the classroom and the Director and/or Assistant Director. Confidentiality is expected and required when grievances arise; staff members who discuss issues with individuals not directly related to the situation may be subject to the Disciplinary Procedure. Staff members may not distribute or post children's last names, address, phone numbers, etc. with the exception of distribution to SAPCC employees.

Staff should also be careful in discussing details of the center operation, particularly problem areas, with others in public. Staff members may not distribute or post children's last names, address, phone numbers, etc. with the exception of distribution to SAPCC employees. Personal information should never be used for personal purposes.

CHILD ABUSE AND NEGLECT

Staff members must report the following: if a child tells you that he or she has been hurt or if you are concerned that a child may be the victim of any type of abuse or neglect, you must call Child Protective Services (CPS) at 1-800-252-5400. Staff members may directly report suspected incidents of child abuse or neglect to Child Protective Services and will complete all necessary paperwork. The staff member should inform the Director and/or Assistant Director of the report and together decide whether or not to inform the parents of the report.

If a SAPCC staff member is accused of abuse and/or neglect by a parent or co-worker, such an accusation will be reported to the Director and a determination will be made as to whether there is reasonable cause to suspect that a child has been subjected to abuse and/or neglect. If there is reasonable cause, a report must be made to Child Protective Services (CPS). SAPCC will cooperate with any CPS investigation. In addition, the accused staff member will be informed of the allegations and be given an opportunity to respond to those allegations. Termination of employment after a child abuse allegation is at the discretion of the Director.

GRIEVANCE PROCEDURE

As childcare professionals, all staff members are expected to make reasonable attempts to resolve conflicts directly with the individual(s) concerned. If a solution cannot be reached, staff members should then seek assistance from the Director and/or Assistant Director in resolving the conflict.

Confidentiality is expected and required when grievances arise. Staff members who discuss issues with other staff members not directly related to the situation may be subject to the Disciplinary Procedure. This policy applies both during paid hours as well as on a staff member's personal time.

CO-WORKER COMMUNICATION

Open communication between staff members, parents, and children is crucial to a successful program. For all involved, it is important that all issues be addressed and resolved as they arise. All employees are expected to function as a team member at all times.

SUPPLIES

Teachers are responsible for reporting to the Director and/or Assistant Director when supplies are running low so they can be replenished before supplies are completely depleted.

PARKING

Parking is provided in the lot east of the St. Andrew's campus. Staff members should refrain from parking in the spaces nearest the entrance so that these spaces remain available for parents picking up and dropping off.

SUGGESTIONS

SAPCC is always seeking suggestions that will: improve methods, procedures, and working conditions; reduce costs or errors; and benefit the children, staff, and center. Staff members who have suggestions or innovative ideas are encouraged to discuss them with the Director and/or Assistant Director.

PERSONNEL FILES

SAPCC maintains a permanent personnel file for each staff member. These files are confidential and staff must arrange a time with the Director and/or Assistant Director to review their file. Staff members are prohibited from accessing the personnel file of another staff member for any reason. Staff members should report to the Director and/or Assistant Director if there is a change in address, phone number, emergency contact, e-mail address, marital status, or number of dependents.

SUBSTANCE ABUSE

Any staff members reporting for work under the influence of alcohol or controlled substances will be asked to leave immediately. If the Director and/or Assistant Director or other staff member has probable cause to believe a staff member's faculties are impaired while on the job, the staff member may be suspended or terminated immediately.

TOBACCO USE

Cigarettes and smokeless tobacco products are prohibited on SAPCC premises, including parking lots and outdoor play areas. Staff members who smoke are strongly suggested against doing so immediately before or during their shift, as smoke can stay on clothing and hair for an extended time. Staff members must wash hands immediately after smoking, before returning to work.

REIMBURSEMENT

The Director must first approve all purchases made by a staff member using personal funds. Any unapproved purchases may not be eligible for reimbursement. Original sales receipts should be submitted to the Director and/or Assistant Director within one week of purchase to receive reimbursement.

NON-DISCRIMINATION STATEMENT

SAPCC does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability, or status as a U.S. veteran. SAPCC is an equal opportunity employer.

SAPCC prohibits harassment of and by its staff members on the basis of gender, race, age, color, national origin, religion, marital or veteran status, sexual orientation, citizenship, disability, and other characteristics. Harassment includes, but is not limited to, making derogatory remarks about any of these characteristics, making jokes or stereotypical comments about ethnic or other groups, and engaging in verbal, physical, and visually offensive behavior. A staff member who feels harassed has the right to file a complaint with the Texas Workforce Commission and/or the Equal Employment Opportunity Commission.

Attendance Policies

ATTENDANCE

Consistency is crucial to creating a successful program. We make every attempt to put as few staff members as possible in each classroom. Therefore, all staff members are expected to be in regular attendance, in order to provide a consistent environment and routine.

Instances of absenteeism and/or tardiness will be documented in the staff member's personnel file. Recurring absences or tardiness are subject to the Disciplinary Procedure. All absences must be reported to the Director and/or Assistant Director.

ABSENCE DUE TO ILLNESS

If a staff member is ill and unable to work, the Director and/or Assistant Director should be notified immediately, by phone. Electronic communications such as text message and email are not acceptable methods of contact when reporting sick. In some cases, the Director and/or Assistant Director may request a note from the staff member's physician indicating the type of illness and when said staff member may return to work.

SCHEDULES

SAPCC is open Monday through Friday, 7:00am to 6:00pm. All scheduling requests should be submitted in writing to the Director and/or Assistant Director. Schedules will be created based upon the needs of SAPCC and the children, as well as staff member availability.

Occasionally, staff members may be required to dedicate time outside their regular work schedule in order to satisfactorily complete or carry out SAPCC responsibilities (parent-teacher conferences, staff meetings, trainings, lesson planning, etc.).

VOLUNTARY RESIGNATION

Staff members should submit a letter of resignation to the Director and/or Assistant Director when resigning from a position. SAPCC appreciates at least two weeks' notice if you choose to resign. This will ensure an appropriate replacement can be hired and adequately trained.

If SAPCC determines that the continued presence of an employee is not in the best interest of SAPCC, including but not limited to the following: the continued presence is affecting the public reputation of SAPCC or is causing a disruption to the organization, even if the disruption is not the direct fault of the employee, then that employee may be asked to resign, either within a specified period of time, or in some cases effective immediately, as determined by SAPCC relative to the severity of the situation. Such a request would be made with the full consideration of the best interests of both the employee and SAPCC as much as possible, without SAPCC incurring unreasonable liability. In some cases, after full consideration of the best interests of both the employee and SAPCC, a mutual decision may be made to accept an employee's voluntary resignation in lieu of disciplinary action or forced termination, especially if the employee feels that a voluntary resignation would be in their best interest.

Disciplinary Procedure

UNACCEPTABLE JOB PERFORMANCE

SAPCC uses progressive discipline as a positive way to correct unacceptable job performance. This is not a contractual obligation because all SAPCC employees are “at will” which means an employee can be terminated at the will of SAPCC for any reason or no reason. The following are the steps, which are taken using progressive discipline.

STEP 1 Verbal Warning

If a staff member’s job performance is not meeting SAPCC standards, or if a staff member is in violation of any policy stated in this handbook, he/she will be informed of the problem and the possible penalties if performance does not improve. Suggestions on ways to improve job performance are discussed. Verbal warnings may be given for violation of SAPCC policies, failure to follow procedures, unsatisfactory performance, absenteeism or tardiness.

Verbal warnings will be recorded, discussed, and signed by both the staff member and Director and/or Assistant Director. After three (3) verbal warnings have been issued for any reason within a period of six (6) months, a written warning will be issued.

STEP 2 Written Warning

A written warning is given if a problem/s identified by multiple verbal warnings has not been corrected. Written warnings will be recorded, discussed, and signed by both the staff member and Director and/or Assistant Director. A staff member may receive only one (1) written warning during a six (6) month period. After one (1) written warning has been issued, any further issues or actions subject to the Disciplinary Procedure may result in suspension or termination.

Written warnings will be issued immediately for refusal to follow lawful instructions or any other serious policy violation, which endangers the safety or integrity of a child or staff member.

STEP 3 Termination

Termination may result when using progressive discipline if steps have not produced satisfactory and acceptable performance. Termination may be immediate without using progressive discipline. Reasons for immediate termination may include, but are not limited to:

- Commitment of child abuse under Texas law
- Abuse of a parent/guardian of a child or another staff member
- Harassment
- Being under the influence of drugs or alcohol while at work
- Theft
- Possession of a weapon
- Violation of any policy which states that violation of such policy may result in termination

The above violations are only examples and are not meant to be all-inclusive. Disciplinary action up to and including termination may be taken immediately at the discretion of the Director.

Health & Safety Policies

STAFF TUBERCULOSIS SCREENING

Each staff member must receive a pre-employment tuberculosis (TB) skin test. The state of Texas requires anyone working with children to take an annual TB skin test. Staff members will be required to show proof of this test as a condition for employment (performed within 6 months before beginning employment, or within 30 days after due).

ILLNESS

Our first priority at SAPCC is providing a healthy, safe learning environment for all children. Children will be sent home as soon as possible if any of the following is experienced: an illness prevents the child from participating comfortably in activities (as determined by the staff); an illness results in a greater need for care than the staff can reasonably provide without compromising the health or safety of other children in the classroom; or a child is experiencing any of the following conditions:

- **Fever** accompanied by behavior changes or other signs/symptoms of illness
- Signs/symptoms of severe illness, including: lethargy, uncontrolled coughing, inexplicable irritability or persistent crying, difficulty breathing, and/or wheezing
- **Diarrhea** (not associated with diet changes or medications) until diarrhea stops or the continued diarrhea is deemed not be infectious by a licensed health care professional.
- Blood in stools not explainable by dietary change, medication, or hard stools
- **Vomiting** (two more instances in past 24 hours) until vomiting resolves or until a health care provider determines the cause for vomiting is not contagious and the child is not in danger of dehydration
- Persistent abdominal pain (continues more than 2 hours) or intermittent pain associated with fever or other signs/symptoms of illness
- Mouth sores with drooling, unless a health care provider determines the sores are not contagious
- Rash with fever or behavior change, until a physician determines that these symptoms do not indicate a communicable disease
- **Pink eye** (conjunctivitis) until after treatment has been initiated
- **Head lice**, from the end of the day until after first treatment
- **Scabies**, until after treatment has been completed
- **Tuberculosis**, until a health care provider states that the child is on appropriate therapy and can attend child care
- **Impetigo**, until 24 hours after treatment has been initiated
- **Strep throat**, until 24 hours after initial antibiotic treatment and cessation of fever
- **Chicken pox**, until all sores have dried and crusted (usually 6 days)
- **Pertussis**, until 5 days of appropriate antibiotic treatment has been completed
- **Mumps**, until 9 days after onset of symptoms
- **Hepatitis A virus**, until 1 week after onset of illness
- **Measles**, until 4 days after onset of rash
- **Rubella**, until 6 days after onset of rash
- Unspecified respiratory tract illness accompanied by another illness which requires exclusion
- **Herpes simplex**, with uncontrollable drooling

A child who becomes ill while at SAPCC must be removed from the classroom in order to limit exposure of other children to communicable disease. An ill child will be sent to the office to wait for his/her parent to arrive.

SAPCC reserves the right to make the final determination of exclusion due to illness. Any exceptions to our illness policy will require a written note from a licensed health care professional stating that the child is not contagious.

NOTICE OF EXPOSURE & REPORTING DISEASE

If a child or staff member is found to have a communicable disease, a notice will be posted on the door of all affected classrooms. Additionally, families who have provided an email address will receive email notification of the illness, and written memos will be placed in each classroom on the bulletin board.

In the event a child is reported to have a communicable disease, the Director will notify the health department.

MEDICATION AUTHORIZATIONS

Staff members may not administer medication to any child, with the exception of the Director and/or Assistant Director when a parent has provided medication and requested that medication be administered to their child. Parents must indicate a start date and end date, a reason for the medication, and the dosage, otherwise the medication cannot be administered. All medicines must be signed in on the Medication Log located in the office. Medication can only be given by the Director and/or Assistant Director.

Medications must be stored in a locked box (refrigerated medications) or in a high cabinet (non-refrigerated medications) while in use at SAPCC.

When a medication is given, the teacher will document the type of medication administered, the dosage, and the time it was given as well as any unusual reactions or circumstances.

DOCUMENTATION OF ACCIDENTS/INCIDENTS

Staff members shall document accidents and incidents that occur at SAPCC using an Accident/Incident Report. Please document all biting incidents as accidents. If a biter breaks the skin of another child, an accident/incident report needs to be completed for the biter as well as the child who was bitten. Use great detail when explaining events, but never include other children's names. If the injury is serious, a parent needs to be contacted before pick-up. The parent shall sign the report the same day as the incident. A copy may be given to the parent. All Accident/Incident Reports must be given to the Director and/or Assistant Director to be placed in the child's permanent file.

DOCUMENTATION OF HEALTH INCIDENTS

Each time a parent is contacted regarding an ill child or symptoms of illness, staff members should complete a Health Incident Form. A copy of the form should be given to the parent and the original to the Director and/or Assistant Director to be placed in the child's permanent file. Parents will be notified of any communicable illnesses present via a sign posted on the door of and on the bulletin board in their child's classroom.

DOCUMENTATION OF ALLERGIES

A child with allergies must have an Allergy Action Plan posted in a visible location in the classroom. If the allergy is food-related, an Allergy Action Plan must also be posted in the kitchen area. All staff working in the classroom of child with allergies must review the Allergy Action Plan to ensure understanding of emergency procedures should the child have an allergic reaction. All allergic reactions must be documented with a Health Incident Form.

DOCUMENTATION OF SPECIAL HEALTH CARE NEEDS

An Emergency Care Plan will be on file for any child or staff member with special health care needs (seizures, etc). A copy of the Emergency Care Plan must be kept in the classroom emergency binder. All staff working in the classroom must familiarize themselves with this plan, should an emergency arise. If necessary, staff will receive training regarding a child's or staff member's specific health care needs.

ACCESS POLICY

Any person in the center who is not an owner, staff member, substitute, or subcontracted staff or volunteer who has had a record check and approval to be involved with child care **shall not** have unrestricted access to children for whom that person is not the parent, guardian or custodian, nor be counted in the staff to child ratio. **Unrestricted access** means that a person has contact with a child alone or is directly responsible for child care.

Person who do not have unrestricted access will be under the direct supervision and monitoring of a paid staff member at all times and will not be allowed to assume any child care responsibilities. The primary responsibility of the supervision and monitoring will be assumed by the Director or Assistant Director unless delegated to a Teacher.

Center staff will approach anyone who is on the property of the center without their knowledge to ask what their purpose is. If a staff member is unsure about the reason, they will notify the Director or Assistant Director to get approval for the person to be on site. If it becomes a dangerous situation, staff will follow the "Dangerous Adult" procedure. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc., will be monitored by a paid staff member and will not be allowed to interact with children on the premises.

A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian or custodian) who is required to register with the Texas sex offender registry:

- Shall not operate, manage, be employed by, or act as a contractor or volunteer at the child care center.
- Shall not be on the property of the child care center without written permission from the Director, except for the time reasonably necessary to transport the offender's own minor child to and from the center. The Director is not obligated to provide permission and must consult with their DFPS licensing agent first.

STATE CRIMINAL HISTORY CHECKS

Each staff member must complete a Criminal History Check every two years. A search will be completed and includes checks of Texas Criminal History, Child Abuse and Sex Offender Registries.

NATIONAL CRIMINAL HISTORY CHECKS

Each staff member must be fingerprinted by a certified technician. Fingerprint cards may be obtained from the Director and/or Assistant Director. Fingerprints are submitted to the FBI and a check of national criminal history records is conducted.

VISITORS

All individuals who are visiting the center (i.e., someone who is not a parent or authorized pick-up person; or staff member) is required to sign in at the office before entering the center. The visitor is then required to sign out before leaving the building. Staff members should notify the Director and/or Assistant Director if expecting a visitor.

Curriculum Planning

CURRICULUM

Curriculum at SAPCC includes the child-initiated and teacher-directed activities and experiences offered to young children that support and enrich their development physically, emotionally, socially, and cognitively. SAPCC uses the Creative Curriculum for Infants, Toddlers and Twos and the Creative Curriculum for Preschool as guides for planning the curriculum in each of its program rooms.

Each classroom has a monthly lesson plan, posted in the classroom. These plans contain a number of activities, designed to foster each child's development, and the development of the group as a whole.

Each classroom is set-up in centers, which include blocks, dramatic play, books, gross motor, fine motor, and art. Outdoor play is important to a child's physical development and must be included in both the morning and afternoon schedule. Self-selection or "free-play" is a daily part of the curriculum and means a child has the opportunity to choose which center or activity he/she participates in. This promotes creative expression and development of important social skills.

DAILY SCHEDULE AND ACTIVITIES

The Teachers and Director and/or Assistant Director work cooperatively to create a daily schedule and plan activities that meet each child's developmental abilities and needs. Every staff member is responsible for the carrying out the schedule and activities. The daily schedule and activities create a balance between active and quiet times; large and small group, and individual activities; small and large muscle activities; indoor and outdoor play times; as well as times for self-selection and teacher-directed activities.

Consistency from day-to-day is particularly important to the overall well-being of the children and classroom environment. Children **thrive** on consistency! Routines should be maintained whenever possible for arrivals and departures; meals and snacks; resting or nap times; personal care routines like diapering/toileting and hand washing; and transitions.

Lesson plans and the daily schedule must be posted in the classroom and visible at all times.

THEMES

The use of themes is a practical and logical way to begin curriculum planning. The themes should be based upon what the children know and see every day, as well as the children's interests. The themes must be age-appropriate and may span the length of one week, or one month depending on the interest level.

Teachers are encouraged to discuss with each other their themes and coordinate the sharing of materials and activities.

PHYSICAL ENVIRONMENT

The actual room arrangement of each program room is the responsibility of the program Teacher, with guidance from the Director or Assistant Director. Centers should include blocks, dramatic play, art, large and small motor, and books. These areas should be clearly defined, with obvious boundaries. Quiet areas should be set-up as far away from noisy activities (blocks, cars, etc.) as possible. The room décor should consist mostly of child artwork and photographs of animals, people, food, and the children themselves at the child's eye level. Room arrangement should take into consideration that staff must be able to see every child at all times. The Director and/or Assistant Director must approve changes to the physical environment, including the room arrangement.

FREE PLAY

“Free-play” (also called child-initiated activities, free choice, self-selection) must be incorporated into the morning and afternoon schedule. Teachers are expected to actively participate with the children during free play activities by asking questions about what the children are doing, participating in their pretend play, reading books when prompted, encouraging children to try new activities or play with a new toy, etc.

OUTDOOR PLAY

Outdoor play must be incorporated into the daily schedule for both the morning and afternoon, in almost all weather conditions. In the event of rain, severe wind/cold, or extreme heat, children are permitted to remain indoors. Teachers should refer to the *Child Care Weather Watch* poster to determine if it is too hot or cold to play outdoors.

There is less structure in an outdoor learning environment; however, it is expected that staff members actively engage in activities when prompted by the children. Outdoor play is an opportunity for children to run, jump, climb and use their bodies in ways that would otherwise be unsafe in an indoor classroom. In addition, a large amount of social interaction takes place when children play outdoors. Because they are engaged in fewer teacher-directed activities and more child-directed play, children are able to choose their friends and who to interact with.

The outdoor learning environment is an extension of the indoor classroom. Concepts taught indoors can be expanded upon while outdoors. For example, building with blocks on an uneven surface outside, or playing with toy cars in the grass teaches children about different textures, sounds, and smells because the environment is naturally different from the indoors. Lesson plans must include an outdoor learning component.

NAP/REST TIME

All children will be provided a regularly scheduled nap or rest time. Children will not be forced to sleep but may be encouraged to lie quietly for a period of time. The length of time a child should have to remain resting varies by child. There is no hard and fast rule regarding the maximum amount of time a child should have to remain resting. Children should be provided alternative quiet activities if unable to rest.

MULTIMEDIA

The use of multimedia in our program is an extension of the teaching and learning that takes place in our classrooms. Teachers may select movie, television, and computer game titles based upon weekly themes. Children are not required to view part or all of a video or television show, or to play computer games. Instead, the activity is offered as one of several centers. All multimedia must have a rating of “PG” or “E” and must possess an educational theme. Children are limited to a specified amount of time per week they may use or view multimedia:

Infants	0 minutes/week
Toddlers	Maximum 20 minutes/week
Pre-School	Maximum 30 minutes/week

WEAPONS/VIOLENT PLAY

There is a strict policy of allowing no weapon play at SAPCC. Children are not permitted to play with weapons of any type or size or to pretend that other items are weapons, including their fingers, hands, or blocks. Redirection should be used when a child is engaging in weapon or violent play. If a child brings a weapon to SAPCC, the weapon should be placed out of sight and sent home the same day with a note explaining the policy about weapons.

Competitive behavior is minimized in our programs. In young children, competition often increases negative behavior and decreases acceptance of others. Bullying is not considered acceptable behavior; all efforts will be made to guide children in finding appropriate ways to interact with others.

Assessments

The Director and/or Assistant Director will establish appropriate assessment forms for the Teachers to evaluate and track each child's individual development during their time at SAPCC. It is to be an on-going assessment system, meaning that teachers are continually watching, observing, and documenting each child's development. By tracking a child's development, our teachers are able to plan activities that are appropriate for each child's developmental abilities.

Daily Duties for Classroom Staff

Each classroom has a set of opening, nap time, closing and weekly cleaning tasks. Below are some general things that must be completed each day. Staff members are expected to familiarize themselves with the classroom specific duties.

MORNING DUTIES

Make sure all program room doors are unlocked; mix new bleach water; put away sanitized toys; straighten toys and shelves; re-stock supplies such as soap, paper towels, toilet paper, diapers, wipes, etc.; and complete room set-up for the day's lesson plan.

NOON/NAP-TIME DUTIES

Straightening of shelves; sanitizing toys; cleaning tables/chairs/floors; curriculum planning; wash dishes; complete daily activity sheets for children; and prepare for afternoon.

AFTERNOON DUTIES

Wash or spray toys that have been mouthed by children with bleach solution and air dry; take trash to dumpster, sanitize trash can, and replace trash bag; put toys and equipment away; check outdoor play area for equipment that needs to be put away; sanitize tables, chairs, and shelves; wash dishes; empty bleach solution; vacuum carpets; lock all program room doors after the last parent leaves for the day.

Arrival and Departure

ARRIVAL

Staff members are expected to greet each child and parent by name upon their arrival to the classroom. Arrival is the opportune time to discuss how the child's night was, what he/she ate for breakfast, special instructions for the day, etc. Upon arrival, each child must have direct contact with a staff member. Staff should be looking for previous injuries, signs of illness, or unusual behavior.

DEPARTURE

During the enrollment process, each family completes an "Emergency Contact and Parental Consent" form. This form provides authorization for select individuals to pick-up children from the center. If you are not familiar with the person attempting to pick-up a child, you must request photo identification and check the "Emergency Contact" form. At the end of the day, staff must check the attendance clipboard to verify all children have been signed out.

LATE PICK-UP

SAPCC closes at 6pm daily, Monday through Friday. Parents who arrive to pick up their children after 6:00pm will be charged a late fee of \$10.00 after the first 5 minutes, and \$5.00 for every minute after that. Parents will receive a written notice at the time of their arrival, stating the amount of the late pick-up fee. The fee will be due immediately the following day in cash, to be paid to the staff member who stayed late in order to care for the child due to the parent arriving late. If a child is picked-up after 6:00pm, the staff member should make a note on the attendance clipboard and inform the Director or Assistant Director the following day. Persistent late arrivals by the parents will be grounds for SAPCC to dis-enroll their child or children from the program, at SAPCC's discretion.

Guidance Strategies

Every adult who cares for children has a responsibility to guide, correct and socialize children toward appropriate behaviors. These adult actions often are called child guidance and discipline. Positive guidance and discipline are crucial because they promote children's self-control, teach children responsibility and help children make thoughtful choices. The more effective caregivers are at encouraging appropriate child behavior, the less time and effort adults will spend correcting children's misbehavior.

Effective guidance and discipline focus on the development of the child. They also preserve the child's self-esteem and dignity. Actions that insult or belittle are likely to cause children to view their caregivers negatively, which can inhibit learning and can teach the child to be unkind to others. However, actions that acknowledges the child's efforts and progress, no matter how slow or small, is likely to encourage healthy development. Teaching children self-discipline is a demanding task. It requires patience, thoughtful attention, cooperation and a good understanding of the child. SAPCC staff will use **only** positive guidance techniques.

When interacting with young children, staff should ask themselves the following questions:

"Am I..."

- Validating feelings?
- Asking open ended questions?
- Encouraging problem solving?
- Respecting children's choices?
- Using praise and positive reinforcement?
- Talking with children – not at them?
- Circulating throughout the classroom?
- At the child's eye level?

REASONS FOR MISBEHAVIOR

If caregivers understand why children misbehave, they can be more successful at reducing behavior problems. Listed here are some of the possible reasons why children misbehave.

- Children want to test whether caregivers will enforce rules.
- They experience different sets of expectations between school and home.
- A child does not understand the rules, or are held to expectations that are beyond their developmental levels.
- They want to assert themselves and their independence.
- They feel ill, bored, hungry or sleepy.
- They lack accurate information and prior experience.
- They have been previously "rewarded" for their misbehavior with adult attention.

PREVENTING MISBEHAVIOR

Child misbehavior is impossible to prevent completely. Children, usually curious and endlessly creative, are likely to do things parents and other caregivers have not expected. However, there are many positive steps caregivers can take to help prevent misbehavior.

- Set clear, consistent rules. (*e.g., walking feet; gentle touches*)
- Make certain the environment is safe and worry-free.
- Show interest in the child's activities. (*e.g., participating in activities with the children so they stay interested for longer periods*)

- Encourage self-control and independence by providing meaningful choices. (e.g., “You may pick up the blocks or art center.”)
- Focus on the desired behavior, rather than the one to be avoided. (e.g., “Ashley, please use gentle touches with your friends.”)
- Build children's images of themselves as trustworthy, responsible and cooperative.
- Give clear directions, one at a time.
- Say "Yes" whenever possible.
- Notice and pay attention to children when they do things right. (e.g., “Joey is playing so nicely. I like it when you keep the blocks on the table.”)
- Encourage children often and generously.
- Set a good example. (e.g., using a quiet voice when children should be quiet)
- Help children see how their actions affect others.

RESPONDING TO MISBEHAVIOR

Below are strategies SAPCC staff will use to respond to child misbehavior. Remember, however, that it's always a good idea if rules are explained fully and clearly understood before misbehavior occurs. Whenever possible, involve children in making the rules for the classroom.

• **Redirection**

This strategy should be used most frequently when working with young children. If a child is not following the rules or being uncooperative, quickly get the child's attention and introduce another activity. For example, "Kate, please help me water the flowers now. You've been riding the bike for a long time and it's now Logan's turn."

• **Logical consequences**

These are structured consequences that follow specific misbehaviors. The child should be able to see how the behavior and the consequence are directly related. For example, Andrew is standing on his chair at lunch. His teacher should remind him that if he stands on his chair, he could fall and get hurt; this will make him sad.

• **Participate in the solution**

If a child damages something, he/she needs to help in fixing it or in cleaning up. If a child causes someone distress, he/she should help in relieving that. For example, "It made Brandon very sad when you told him he wasn't your friend anymore. Please come apologize and help me make him feel better."

• **Natural consequences**

Allowing children to experience the consequences of their behavior is also called learning the hard way. For example, Laura does not put her books back in her school bag after she finishes reading. One day she loses a book, and therefore must find a way to replace it. *Only use natural consequences when they will not endanger the child's health or safety.*

• **“Take a break” or “Calm down chair”**

In some instances, a child may need to be removed from a particular situation in which he/she has become overwhelmed or violent. The child should be directed to “take a break” or sit in the “calm down chair.” This strategy gives the child a chance to calm down, regain control, and reflect quietly on her or his behavior away from others. Once the child has calmed down, staff should talk with the child about the actions that led up to and resulted in needing a break or being sent to the calm down chair. For example, "Hannah, we have talked often about how hitting is not acceptable. But because you hit John, please leave the blocks center and go to the calm down chair. I will talk to you when you are ready."

If these actions do not help in reducing or changing behavior the following will take place:

1. Staff will report behavior and what strategies have been attempted to the Director and/or Assistant Director(s).
2. The Director and/or Assistant Director will observe the child and meet with the Lead Teacher to develop a behavior management plan.
3. The behavior management plan will be discussed with the parent and then put into practice.
4. The Director and/or Assistant Director, Lead Teacher and Assistant Teachers, and parents will evaluate the behavior management plan. If needed, adjustments will be made.

*** If a child's behavior becomes threatening to themselves, other children, staff or teachers, the child will be removed from the classroom and possibly the program for a period of time.*

USEFUL PHRASES

The following phrases are useful when problem-solving with children.

Instead of "No" or "Don't" **Say** "Please stop", "I don't like that", "That's not OK", or "That is not a choice"

Instead of "That's not nice" **Say** "That's not OK", "Please use gentle touches", or "That hurts Jordan"

Instead of "No running" **Say** "I need you to use your walking feet" or "You may run when we go outside"

Instead of "Stop crying" **Say** "I need you to use your words to tell me what is wrong"

Instead of "Can you put away your toys?" (If it is not a choice, do not pose it as a question)

Say "You may help me pick up the blocks, or help Alyssa pick up the puzzles"

Instead of "I said yes" (when a child tells you "no")

Say "No is not a choice, I need you to..."

BITING POLICY

Biting is a behavior that usually appears between the ages of one and three years. While biting is an age-appropriate behavior, it is important to remember it is also an unacceptable behavior in a childcare environment. Children bite for a variety of reasons: teething, sensory exploration, cause and effect, imitation, crowding, seeking attention, frustration and stress. Biting is not something to blame on children, their parents or their teachers. There are a variety of strategies we implement at SAPCC to prevent and stop biting. This is the process followed when a child bites:

- The biting child is stopped and told, "Stop biting. Biting hurts" in a firm voice. Teachers should remain calm, being careful not to show anger or frustration towards the child.
- The biting child is removed from the situation. Depending upon the observed motive for the bite, the separation may include re-direction or meeting the child's needs. As little attention as possible will be placed on the biting child, to avoid reinforcing the behavior.
- Appropriate first aid will be provided to the child who was bitten. Bite will be washed with soap and water; cold compress will be applied to reduce pain and swelling. A bandage will be applied if necessary.

It is important to explore the reasons for biting when it occurs. Teachers need to work with parents to gather information about the child's behavior and begin observations to determine the reasons for biting. Examples of triggers would be: communication deficits, transitions, hunger, lack of sleep, need for oral stimulation or teething pain. Once triggers are identified, staff can work on prevention strategies and start teaching replacement skills. Below are the steps the teacher will take to identify triggers and replace the behavior:

1. The teacher will examine the context in which the biting is occurring and look for patterns. The following questions should be asked:

- Was the space too crowded?
- Were there too few toys?
- Was there too little to do or too much waiting?
- Was the child who bit getting the attention and care he/she deserved at other times?

2. The teacher will change the environment, routines or activities if necessary.

3. The teacher will work with the child who is biting to resolve conflicts and frustrations in more appropriate ways

4. The teacher will observe the child, to get an idea of why and when they are likely to bite.

5. The teacher will identify children likely to be bitten and make special efforts to reduce their chance of being bitten.

6. The teacher, parent and Director and/or Assistant Director will meet regularly to regulate an action plan and measure outcomes.

7. If biting continues the teacher will observe the group more closely and work with the parents to seek out additional resources as necessary to shadow the child who is biting.

All information is confidential and names of the children involved in the incident are not shared between parents. In addition, biting is always documented on an Incident/Accident Report which is completed and signed by a teacher and parent. A copy is provided to the parent and the original kept in the child's permanent enrollment file in the office.

REMOVAL OF A CHILD FROM THE CLASSROOM

Children cannot be removed from the classroom as we do not have extra staff available to correct ratios. In rare instances, children may be brought to the main office and the Director and/or Assistant Director will assist the child in calming down and/or help staff manage the classroom. If at any time a child's behavior becomes threatening to themselves, other children, staff or teachers, the Director and/or Assistant Director should be immediately notified.

Meals and Nutrition

SAPCC follows the Child and Adult Care Food Program (CACFP) nutrition and practice guidelines for meals and snacks.

- Prior to each meal, tables must be washed with soapy water. Each table must then be sanitized with bleach water and either air-dried or wiped clean with a dry paper towel.
- All staff and children must wash hands before and after each meal, for at least 20 seconds.
- Staff shall sit with children at the tables and supervise all mealtimes. Staff should encourage conversation by asking questions or talking about the food; good table manners should be modeled.
- First-serving child sized-portions will be provided for all staff. Each staff member is expected to eat the meal provided, in order to model good eating habits.
- Children will never be forced or bribed to eat. Children must have every food on their plate. However, if a child says that he/she does not like a particular food, they may place just a small amount (ex: one or two peas) on their plate.
- Following every meal, tables and chairs must be washed with soapy water and sanitized with bleach water.

FOOD FROM HOME

Children are welcome to bring in special treats to celebrate a birthday or holiday. Due to various food allergies and dietary restrictions in our classrooms, we recommend supplying store-bought snacks still in the original packaging. Please check with your child's teacher before bringing any homemade snacks.

Infant, Toddler and Two Year Old Program Information

The following information is specific to the infant, toddler, and two year old program rooms:

- Parents must supply diapers, wipes, diaper cream, bottles, formula, baby food, and extra clothing. Please label all items with child's name.
- If a mother is breastfeeding, please be sure to discuss with the mother when she would like her child to be fed breast milk, and when she would like to come in to breastfeed.
- Breast milk must be brought in ready-to-use containers. For health reasons, we are not able to store bags of frozen milk for extended periods of time.
- We recommend that all new foods be tried at home first since a child could have an allergic reaction to foods they have not had before. Check with parents before introducing ANY new food.
- Children must be held when being fed – bottle propping is forbidden.

SIDS

Sudden Infant Death Syndrome (SIDS) is the unexpected, sudden death of a child under age 1 for which a cause of death cannot be identified. It is not known what causes SIDS, however several sleeping practices have been linked to an increased risk for SIDS. Therefore, SAPCC has a strict policy for infant sleep placement.

All infants less than one year will be placed on their back to sleep.

Infants shall not be allowed to sleep in a swing for a period of longer than 15 minutes.

Once a child has been placed in his or her crib for nap, if the infant rolls from back to front - and is also able to roll from front to back - it is acceptable to leave the infant sleeping on his or her stomach. NO blankets, stuffed toys or pillows should ever be placed in a crib.

A request for alternative sleeping positions must be accompanied by a signed and dated physician's note stating the reason for the request. Staff members found to violate this policy will be subject to the Disciplinary Procedure and possibly termination.

Parent Relationships

PARENT INTERACTIONS

Many of our employees will become well acquainted with the parents of the children. This is an important part of providing quality care, but there are a few guidelines to which staff members must adhere:

- Address parents by their first name.
- Talk with parents about an issue with their child only if you are not in the classroom with children.
- Never talk about concerns about a child in front of any other children.
- When stating a concern about their child, also state at least two positive things about their child. Don't focus only on the negative.
- Do not use other children's names when discussing behavior concerns and/or incident reports.
- Avoid the phrase "I don't know." Instead, say "I'm not certain of the answer for that; can I get back to you?" then find the answer and reply to the parent as soon as possible.
- Conversations at pick-up and drop-off should be brief; your chief responsibility remains the supervision of the children. If you feel a parent needs more time or attention, ask to schedule a time to meet outside the classroom.

HANDLING PARENT COMPLAINTS

- Listen carefully. Many times a person just needs an opportunity to air his or her feelings and feel they've been heard.
- Repeat what you have heard the other person say, trying to summarize it in one sentence. ("You're upset that Gavin isn't able to stay awake for dinner and seems crabby at night.")
- State the changes that you think the parent would like to have made. ("You would like us to make sure Gavin lies down for at least an hour every afternoon.")
- State what you will do to solve the problem. ("I will speak with the other teachers and make a note on his chart to make sure the message reaches everyone.")
- Follow through. If you tell a parent you will do something, do it promptly and follow up with them immediately afterward. ("I spoke with the other teachers last week; how are things going with Gavin? Did you notice a change?")
- If you are unsure how to solve the complaint, refer the parent to the Director and/or Assistant Director. ("I'm not sure how to answer that; the Director and/or Assistant Director will be able to better help you.")

Position Descriptions

There are three classes of employee at SAPCC: Level I, Level II, and Level III. A staff member's "level" determines eligibility for benefits such as paid vacation leave or health insurance, as well as a staff member's pay rate. There are different responsibilities, expectations, and qualifications for each level.

LEVEL I – Full-time salaried positions scheduled 40 hours per week for a term of twelve months per year

Director

General Job Description

Oversee and direct a team of teachers and child care staff to successfully achieve and maintain the goals set forth for SAPCC by the church's governing Board of Directors (SAPC Session). Foster a culture of creative learning for all children, including infants and toddlers, and to assist teachers in the development and implementation of curriculum-based daily lessons for preschool-aged children. Demonstrate a passion for working with children, for encouraging children's physical and mental development, and for nurturing their artistic capacities.

Responsibilities of the Director for the Center:

Implement vision, culture and tone for arts-focused early childhood development program, providing excellence in development and education curriculum within a safe, secure, and nurturing Christian environment. Ensure compliance with all licensing, safety, and regulatory standards of the program, staff and facilities, as stated in The Texas DFPS Minimum Standard Rules for Licensed Child-Care Services. Inspect and ensure that all indoor/outdoor equipment is safe and maintained and is appropriate for the developmental levels of the children served. Ensure that appropriate child-teacher ratios and teacher qualifications are maintained. Hire additional staff as needed and provide orientation to new teachers or child care staff. Develop and motivate teachers and staff. Be proactive in averting and resolving staff issues. Identify, develop, and/or select curricula, identifying needs and establishing internal and external resources for fulfilling those needs. Communicate and work with parents of current and prospective students regarding enrollment, performance, behavior and other concerns. Develop, maintain and administer (with the approval of the SAPC Session) appropriate staff policies and procedures and parent policies and handbooks. Develop and administer an annual budget, determining any needed tuition changes. Perform weekly billing and collections, and ensure timely collection of tuition and fees. Maintain frequent and ongoing communication and collaboration with the SAPC Session and Daycare Task Force. Provide direct supervision of SAPCC teaching and child care staff. Conduct performance appraisals of teaching and child care staff. Maintain accurate records and documentation.

Required Qualifications

B.A./B.S. or M.S. in Early Childhood Education or related field, **or** 10 or more years of experience working with children birth through 6 years in a home or center setting, including 5 or more years in a leadership role at a child care center as a director, assistant director, or senior teacher.

Preferred Qualifications

B.A./B.S. or M.S. in Early Childhood Education or related field, **and** 10 or more years of experience working with children birth through 6 years in church-related daycare setting, including 5 or more years in a leadership role as director, assistant director, or senior teacher of a Christian education program.

Assistant Director

General Job Description

Assist and support the Director in the daily operation of the center. Recruit new staff members and provide an orientation. Assist Director in monitoring adherence to Texas DFPS minimum standard rules, and implement improvements as necessary. Develop schedules for staff members. Audit and update personnel and enrollment files annually. Conduct formal and informal observations to evaluate teaching staff; provide counseling through immediate feedback and annual performance evaluations. Administer parent surveys annually; review feedback and assist in developing center-wide goals; assist in annual review of goals and outcomes. Review and edit staff and parent handbooks at least annually. Manage training requirements for staff members. Conduct center tours and provide program information to prospective clients. Substitute in classrooms as needed.

Required Qualifications

B.A./B.S. or M.S. in Early Childhood Education or related field, **or** 8 or more year of experience working with children birth through 6 years in a home or center setting, including 3 or more years as an assistant director, lead teacher or senior teacher.

Preferred Qualifications

B.A./B.S. or M.S. in Early Childhood Education or related field, **and** 8 or more year of experience working with children birth through 6 years in a home or center setting, including 3 or more years as an assistant director, lead teacher or senior teacher in a Christian education program.

LEVEL II – *Full-time hourly positions scheduled 40 hours per week for a term of twelve months per year*

Full-Time Teachers

General Job Description

Assist in planning and implementing a full-day, year-round, developmentally appropriate curriculum including weekly themes and lesson plans, inclusion of theme-related materials, and rotation of toys and equipment on a regular basis. Provide safe, responsive, stimulating environment by actively engaging oneself in daily activities and routines. Observe, record and assess each child's individual growth and development, according to Director/Assistant Director developed assessment forms and goals. Maintain portfolio for each child. Conduct annual parent-teacher conferences. Maintain a safe, healthy environment for children at all times. Maintain all certifications as required. Ensure compliance with all Texas DFPS minimum standard rules.

Required Qualifications

Infant/Toddler/Two-Year-Old Classrooms: Child Development Associate (CDA) credential or equivalent, or enrolled in CDA program, or High school diploma or equivalent and one year of experience working with children birth to two years in home or center setting.

Preschool Classrooms: B.A./B.S. in Early Childhood Education or related field, or teacher licensure in early childhood, or high school diploma or equivalent and one year of experience working with children three to five years in a home or center setting.

Preferred Qualifications

Infant/Toddler/Two-Year-Old Classrooms: B.A. or B.S. in early childhood education or related field. Three or more years experience working with children birth to two years in a center setting.

Preschool Classrooms: B.A. or B.S. in early childhood education or related field. Special education endorsement. Experience working with children with special needs and/or behavior disorders. Three or more years of experience working as a Preschool teacher in a home or center setting.

LEVEL III – *Part-time hourly positions scheduled 30 hours or less per week, either seasonally or year-round*

Part-Time Floaters

Job Description

Maintain safe, healthy environment for children at all times. Actively engage in daily activities and routines with children. Maintain all certifications as required. Ensure compliance with all Texas DFPS minimum standard rules.

Required Qualifications

High school diploma or equivalent, and one year of experience working with children birth to school age, in a center setting.

Preferred Qualifications

B.A./B.S. in Early Childhood Education or related field; enrollment in Early Childhood Education or related field at accredited university/college; or CDA credential/equivalent. Two or more years of experience working with children birth to school age, in a center setting.

Security Personnel

Job Description

Maintain the safety and security of SAPCC families arriving during dropoff and pickup, securing the parking lot and parked cars from any unauthorized persons on the premises. Conduct building walk-arounds and report to Director or Assistant Director any safety or maintenance conditions that need to be addressed.

Required Qualifications

High school diploma or equivalent. Two years experience working as security personnel.

Preferred Qualifications

High school diploma or equivalent. Two years experience working as security personnel at an education facility.

Benefits

Eligibility for benefits is determined by employment status. Level I and Level II staff members are eligible for:

- Vacation and sick leave
- Paid holidays
- Discounted child care

Benefits will be offered to employees without discrimination to any person on the basis of race, color, age, creed, sex national origin, religion, political affiliation, sexual orientation, physical/mental disabilities or marital status.

VACATION AND SICK LEAVE

Vacation and sick leave will be disbursed in a lump amount on September 1st of every year, and must be used by August 31st of the following year. Only 20 hours of vacation leave for Level 1 staff members and 10 hours of vacation leave for Level II staff members may be carried over into the next year; any unused sick leave will expire on August 31st.

- Level I staff members will receive **80** hours of paid vacation leave and **20** hours of paid sick leave
- Level II staff members will receive **40** hours of paid vacation leave and **10** hours of paid sick leave

Vacation leave must be scheduled at least one week (two weeks is preferred) in advance. Only one full-time staff member may be absent at a time, unless there are unusual circumstances. The Director and/or Assistant Director must be notified in advance of all absences. Vacation time used should be noted on the staff member's time card.

HOLIDAYS

SAPCC is closed in observance of the following holidays:

<i>New Year's Day</i>	<i>Martin Luther King Day</i>	<i>Good Friday</i>	<i>Memorial Day (2 days)</i>
<i>Independence Day</i>	<i>Labor Day (2 days)</i>	<i>Thanksgiving (3 days)</i>	<i>Christmas (2 days)</i>

If the holiday falls on a weekend day, SAPCC will close during the week. For example, if New Year's Day falls on a Saturday, SAPCC may close on Friday. All Level I and II staff members will receive pay for days which SAPCC is closed due to a holiday, if the center is closed on a regularly scheduled workday. If SAPCC closes additional days other than those listed above, Level I and II staff members must use vacation leave to receive pay for extra days the center is closed.

DISCOUNTED CHILD CARE

All Level I and II staff members are eligible for discounted childcare. The Director and/or Assistant Director will provide additional information to eligible staff members upon hire.

Emergency Procedures

EMERGENCY MEDICAL/DENTAL PROCEDURE

It is important that parents complete and update, as needed, an Emergency Contact and Parental Consent Form. This form contains contact information for both the parents as well as the individuals authorized to pick up the child in the event of illness or emergency. In addition, the form allows SAPCC staff members to seek emergency medical or dental care from authorized care providers in the event of serious injury. **It is the responsibility of the parent to complete this form and to make corrections to this information when necessary.**

- If a child becomes ill or injured after arriving at the center, the Director and/or Assistant Director, or the Teacher, will attempt to contact the parent(s) at all available telephone numbers. If a parent cannot be reached, the individuals listed as emergency contacts/authorized pick up persons on the Emergency Contact & Parental Consent form will be called.
- Children who are ill or seriously injured will be sent to the office and remain under the supervision of the Director and/or Assistant Director until a parent arrives.

IF THE CHILD REQUIRES IMMEDIATE MEDICAL ATTENTION:

- The staff member who witnessed the emergency situation will remain with the injured child and instruct someone else to call 911. If no one is available, first ensure the child is stable and if possible, bring the child with you to call 911.
- **CALL 911.**
- Provide the center's name and location " **St. Andrew's Children's Center, 3204 Skillman Street** "
- Provide the child's name and a description of the incident. Follow instructions as provided by the operator.
- A staff member who witnessed the emergency situation will accompany the child to the hospital, bringing the child's physical exam, immunization records, and Emergency Contact & Parental Consent Form.
- **Staff may not transport an ill and/or injured child in a personal vehicle.**

EMERGENCY FIRE PROCEDURE

- If you detect a fire, pull the nearest fire alarm signal (small red box mounted on the wall near the exits).
- If it is a small fire, attempt to extinguish the fire using the nearest fire extinguisher. **(IF YOU ARE ON DUTY IN A CLASSROOM** at the time of a fire, follow the instructions below and evacuate the children first.)
- Exit the building and proceed to the designated meeting place.
- **Call 911 as soon as you have reached the meeting place.**
- Provide the center's name and location " **St. Andrew's Children's Center, 3204 Skillman Street** "
- Describe the location of the fire.

IF THE FIRE ALARM SOUNDS WHILE YOU ARE ON DUTY IN A CLASSROOM:

- Assist in the evacuation of the children from your classroom.
- Assist in evacuating infants from the nursery by bringing them out in two cribs.
- Collect the classroom **first aid kit, classroom binder, and attendance clipboard.**
- Staff member closest to the outdoor exit is responsible for leading children out that exit and to the designated meeting place: **in the main courtyard to the east of the center.** *Every classroom must stay together as a group.*
- Staff member farthest from the outdoor exit is responsible for ensuring everyone has evacuated the classroom.
- The last staff member to exit the classroom must turn off all lights and close all doors.

- Once assembled at the designated meeting place, each Teacher is responsible for using their classroom attendance clipboard to ensure all children are accounted for.
- The Director and/or Assistant Director will verify, as soon as possible, with each Teacher that all children are accounted for.
- If unable to return to the building in a timely manner:
 - The staff and children will take shelter in auxiliary buildings on the St. Andrew's campus, including Nance Hall, the Education Building, the small fellowship hall, or the main sanctuary.
 - Director and/or Assistant Director, or the Teachers, will contact parents and informing them of the situation.

****FIRE DRILLS WILL BE PRACTICED MONTHLY****

The Director or Assistant Director will initiate all drills and maintain records of all drills.

EMERGENCY TORNADO PROCEDURE

- If the City of Dallas tornado warning sirens are sounded, assist in the evacuation of the children from your classroom.
- Collect the classroom **first aid kit, classroom binder, and attendance clipboard.**
- Staff member closest to the hallway exit is responsible for leading children out that exit and to the designated shelter area: **hallway restrooms and interior hallway on the north side of the building.** *Every classroom must stay together as a group.*
- Staff member farthest from the interior exit is responsible for ensuring everyone has evacuated the classroom.
- Once assembled in the designated shelter area, each Teacher is responsible for using their classroom attendance sheet to ensure all children are accounted for.
- The Director and/or Assistant Director will verify, as soon as possible, with each Teacher that all children are accounted for.
- **All children and staff must remain on the floor in the designated shelter area and wait to receive an "all clear" from the Director and/or Assistant Director.**
- During a tornado warning, the Director and/or Assistant Director will be responsible for monitoring weather information by radio and will keep staff members informed of emergency weather changes.

****TORNADO DRILLS WILL BE PRACTICED MONTHLY****

The Director or Assistant Director will initiate all drills and maintain records of all drills.

INTRUDER OR DANGEROUS ADULT

A dangerous adult is considered someone who is displaying inappropriate or threatening behavior, carrying a weapon, or showing signs of intoxication from either drugs or alcohol. This also includes an individual that is prohibited by court order from picking up or having contact with a child.

If there is an intruder or dangerous adult in the center:

- Staff members in the immediate area will position themselves between the children and intruder/dangerous adult.
- A staff member will attempt to have the parent/intruder move to the hallway and close the classroom door, while a second staff member calls the Director or Assistant Director to assist with the situation.

IN THE EVENT OF AN INTRUDER OR DANGEROUS ADULT:

- Staff members will be notified by the Director and/or Assistant Director of the threat immediately upon learning of the presence.
- ALL staff and children must return to their classrooms; lock all classroom doors; and sit on the floor away from doors and windows. Wait for an “All Clear” from the Director or Assistant Director before continuing with activities.
- The Director and/or Assistant Director, or a staff member designated by the Director and/or Assistant Director, will call the Dallas Police Department at **911** to notify them of the situation.
- The Director and/or Assistant Director will instruct the intruder or dangerous adult to leave the premises, maintaining visual contact with the individual until the police arrive, or until the individual leaves.

IN THE EVENT OF AN INTOXICATED PARENT:

- The Director and/or Assistant Director and Teacher will talk with the intoxicated parent about alternative arrangements for pick up, while another authorized pick up person is contacted.
- If another authorized pick up person cannot be reached, the child must be released to the intoxicated parent.
- Director and/or Assistant Director, or the Teacher, will inform the parent that the police will be notified.
- Call the Dallas Police Department at **911** and inform them of the situation. Provide as much information as possible, including parent’s name, make/model of the car, and license plate number.

BLIZZARD/SEVERE WINTER WEATHER

The Director and/or Assistant Director will monitor the weather and local news stations throughout the day to determine when it is appropriate to close the center early or cancel care for the following day.

Director and/or Assistant Director, or the Teachers, will contact parents to inform them of the situation. Routine classroom activities will continue until parents arrive.

LIGHTNING

All children must immediately return indoors when lightning is observed. Children playing under or around a tree must be immediately removed from the area.

MISSING OR ABDUCTED CHILD

- In the event of a *missing* child, the Teacher will search for the child in the immediate area, while another staff member calls the Director and/or Assistant Director to help with the search.
- If the child cannot be located in a reasonable amount of time, the Director and/or Assistant Director will notify the **Dallas Police Department at 911** and the child’s parents.
- In the event of an *abducted* child, the Teacher must **immediately** contact the Director and/or Assistant Director, who will then immediately contact the Dallas Police Department, and the child’s parents.

POWER FAILURE

Staff members and children should remain in the classroom and if possible, proceed with activities as usual, or may go to the outdoor playground until power resumes.

If power cannot be restored within a reasonable amount of time, the center will close and parents contacted.

- Director and/or Assistant Director, or the Teachers, will contact parents to inform them of the closing and of the need to immediately pick up their child.
- Activities will resume as possible until parents arrive.

CHEMICAL SPILL

ENVIRONMENTAL OR OUTDOOR CHEMICAL SPILL:

If the center receives notification from the Dallas Police Department that there has been a chemical spill in the area, or if staff members observe an unusual odor while outdoors:

- Staff members and children must immediately return to their classrooms.
- All doors and windows must be immediately closed.
- The Director and/or Assistant Director will monitor the situation and provide information to staff members as it is available. Further action taken will depend on instructions received from the Dallas Police Department.

INDOOR CHEMICAL SPILL: (including the mixing of chemicals which creates hazardous fumes)

- Immediately notify the Director or Assistant Director of the situation then assist in the evacuation of the children from your classroom.
- Collect the classroom **first aid kit, classroom binder, and attendance clipboard.**
- Staff member closest to the outdoor exit is responsible for leading children out that exit and to the designated meeting place: **in the main courtyard to the east of the center.** *Every classroom must stay together as a group.*
- Staff member farthest from the outdoor exit is responsible for ensuring everyone has evacuated the classroom.
- The last staff member to exit the classroom must turn off all lights and close all doors.
- Once assembled at the designated meeting place, each Teacher is responsible for using their classroom attendance clipboard to ensure all children are accounted for.
- The Director and/or Assistant Director will verify, as soon as possible, with each Teacher that all children are accounted for.
- The Director or Assistant Director will contact the **Dallas Police Department –911** to inform them of the situation. Further action taken will depend on instructions from the Dallas Police Department.
- If unable to return to the building in a timely manner:
 - The staff and children will take shelter in auxiliary buildings on the St. Andrew's campus, including Nance Hall, the Education Building, the small fellowship hall, or the main sanctuary.
 - Director and/or Assistant Director, or the Teachers, will contact parents and informing them of the situation.

BOMB THREATS

If a staff member receives a bomb threat or locates a suspicious package, the Director or Assistant Director must be immediately notified. **DO NOT ATTEMPT TO MOVE A SUSPICIOUS PACKAGE.** The Director or Assistant Director will contact the **Dallas Police Department at 911.**

IF YOU ARE ON DUTY IN CLASSROOM:

- Position yourself between the children and impending threat, as much as possible.
- Collect the classroom **first aid kit, classroom binder, and attendance clipboard.**
- Staff member closest to the outdoor exit is responsible for leading children out that exit and to the designated meeting place: **in the main courtyard to the east of the center.** *Every classroom must stay together as a group.*
- Staff member farthest from the outdoor exit is responsible for ensuring everyone has evacuated the classroom.
- Once assembled at the designated meeting place, each Teacher is responsible for using the classroom attendance clipboard to ensure all children are accounted for.
- The Director and/or Assistant Director will verify, as soon as possible, with each Teacher that all children are accounted for.
- If unable to return to the building in a timely manner:
 - The staff and children will take shelter in auxiliary buildings on the St. Andrew's campus, including Nance Hall, the Education Building, the small fellowship hall, or the main sanctuary.
 - Director and/or Assistant Director, or the Teachers, will contact parents and informing them of the situation.

EARTHQUAKE

In case of an earthquake, staff members will assist children in seeking shelter under tables or outdoors and away from buildings. The class room first aid kit, classroom emergency binder and classroom attendance clipboard should remain with each Teacher at all times. When notified by the Director or Assistant Director that the situation is safe, each Teacher must use the classroom attendance clipboard to verify all children are accounted for. Parents will be notified as soon as possible.

GENERAL EMERGENCY PROCEDURE GUIDELINES

- A First Aid kit is located on the wall near the outdoor exit in each classroom. An additional First Aid kit is also available in the office. The Assistant Director will restock items monthly; however, staff members are responsible for reporting when additional items are needed before that time.
- All incidents or accidents (including biting) are reported to the parents, other Teachers, Director and/or Assistant Director using the Incident/Accident Report form. A completed form must be signed by a parent on the day of the incident. A copy must be given to the parent and the signed original given to the Assistant Director to be filed in the child's enrollment folder. In some cases, (i.e., there is a large cut, bruises or a bite mark visible on the child's body) staff members are required to call parents before pick up to inform them of the incident.
- Parents are discouraged from trying to pick up their child during an emergency. However, if a parent arrives during such a situation, the child must be released to the parent.
- **In the event of an emergency, it is important to remain calm.**
- **As a staff member, your first responsibility is ensuring the safety of the children in your care.**

Hand Washing Procedure

All adults in SAPCC classrooms need to follow ALL the steps identified below to prevent the spread of disease to children and staff members.

HOW TO WASH YOUR HANDS MOST EFFECTIVELY

- Use soap and warm (between 60 and 120 degrees F), running water
- Rub hands vigorously **for at least 20 seconds** (sing the “ABC’s”).
- Wash all surfaces, including backs of hands, wrists, under fingernails with fingers pointed to the sink drain
- Rinse hands well with the water running
- Dry hands with a disposable towel
- Turn off water with the paper towel

WHEN TO WASH YOUR HANDS

- Upon arrival in the classroom
- When changing from one group of children to another
- Before preparing or serving food
- After eating food
- After diapering/toileting a child
- After contact with bodily fluids (vomit, blood, mucus)
- Before and after administration of medication
- Before and after sensory play, including water play
- After coming indoors or returning from a break
- After handling pets
- After using the restroom

WHEN TO WASH THE CHILDREN’S HANDS

- Upon arrival in the classroom
- Before eating, drinking or preparing snacks for others
- After eating
- After using the toilet or having their diapers changed
- After contact with bodily fluids (vomit, blood mucus)
- Before and after sensory play, including water play
- After returning indoors from the playground
- After handling pets

If they are too young to do it themselves, YOU wash the children’s hands. Older children should get into the habit of hand washing to stop disease from spreading. Remember: they will learn by watching YOU.

Diapering Procedure

PREPARING FOR DIAPERING

To minimize contamination outside of the diapering area, prepare for a diaper change *before* bringing the child to diapering area, for example, by having ready:

- Changing table paper (if used) to cover the table from the child's shoulders to heels (in case it becomes soiled and must be folded over to give a clean surface during the change)
- Enough wipes for the diaper change including wiping the bottom and hands after taking the soiled diaper away from the child's skin)
- A clean diaper, plastic bag for soiled clothes, and clean clothes of soiled clothing is anticipated
- Non-porous gloves if they will be used, and a dab of diaper cream on a disposable piece of paper or tissue if cream is being used

DIAPERING PROCEDURE

1. Prepare for diapering as indicated above.
2. Place child on diapering table. Remove clothing to access diaper. If soiled, place clothes into plastic bag.
3. Remove soiled diaper and place into lined, hands-free trash container used only for diaper waste. (To limit odor, seal in a plastic bag before placing into trash container.)
4. Use wipes to clean child's bottom from front to back.
5. Use a wipe to remove soil from adult's hands.
6. Use another wipe to remove soil from child's hands.
7. Throw soiled wipes into lined, hands-free trash container.
8. Put on clean diaper and redress child.
9. Place child at sink and wash hands following the "handwashing procedure."
10. Spray diapering surface with bleach-water solution and wait more than 10 seconds before wiping with disposable towel or allow to air dry. It should be noted that the recommended practice is to wait for 2 minutes to allow the solution to kill the germs. However, if there is a delay of at least 10 seconds before the solution is wiped from the surface, this will be considered adequate. The surface cannot be sprayed and immediately wiped.
11. Adult washes hands using the "handwashing procedure," without contaminating any other surfaces.

ADDITIONAL PRECAUTIONS

- The diapering surface must be sanitized after each diaper change with a bleach-water or other approved sanitizing solution (all surfaces must be to be sanitized – e.g., no quilted pads or safety straps, no containers that are stored on the diapering surface). The bleach-water solution must be allowed to stay on the surface for more than 10 seconds, and ideally 2 minutes, to kill the germs. So it is best for staff to spray the surface as the last step of the diapering procedure before washing their own hands. After the time lapse, the surface can be dried (no additional handwashing required at this time) or allowed to air dry (and wiped dry if still damp) before use with another child.
- Diapers are disposed of in a hands-free covered can (usually one that has a step pedal that lifts the lid) to prevent further contamination of surfaces.
- Toys that are played with or objects that are touched, while children's diapers are changed, must be put aside to be sanitized.
- Note: Both child's and staff's hands must be washed after the diapering procedure is completed.

Cleaning, Sanitizing and Disinfecting of Equipment

Cleaning, sanitizing and disinfecting are important steps to removing dirt and reducing the spread of germs in child care settings. Routine **cleaning** with detergent soap and water removes dirt and grime from surfaces. Floors, carpets, walls and windows are cleaned. **Sanitizing** removes dirt or filth and small amounts of germs. Bedding, bathrooms, kitchen counters, dishes and eating utensils are clean (to remove dirt) then sanitized. But some child care items and surfaces require the added step of **disinfecting** after cleaning to kill the germs on a surface. Diaper changing tables, hand washing sinks, table tops, and some toys should be cleaned then disinfected.

Using regular household bleach and water solution is an inexpensive, effective and easy way to remove or kill germs found on surfaces in child care. Bleach and water solution may be used in several ways:

- Dipping the object into a sink or pan filled with the bleach and water solution then letting the item air dry.
- Using paper towels soaked in bleach water solution to wash surfaces, then letting the surface air dry.
- Using spray bottles to thoroughly wet a surface, then allowing the surface to air dry.

All containers of bleach/water solution should be clearly labeled with the contents of the container and the date.

Example: Bleach and Water Solution, March 3, 2015. Remember to keep all containers of cleaning and disinfecting products out of the reach of children.

A solution of bleach and water loses its strength and is weakened by heat and sunlight. A fresh bleach and water solution must be mixed every day. Unused bleach and water solution should be poured down a drain at the end of the day. Do not discard bleach water solution where other cleaners or chemicals are used. **Do not mix household bleach with other household chemicals** such as toilet bowl cleaner, rust removers, acids or products containing ammonia. Mixing these chemicals with bleach will produce toxic and hazardous gases.

SANITIZING

When using bleach and water for sanitizing eating utensils or toys that are mouthed, a weaker bleach and water solution may be used.

- **1 teaspoon bleach to 1 quart of cool tap water**
- Dishes, eating utensils and toys should be submerged in the bleach and water solution for at least 1 minute then allowed to air dry. Food preparation and food service items should not be towel dried.

DISINFECTING

Use a stronger bleach and water solution on diaper changing tables, hand washing sinks, toilets, and other surfaces that need disinfecting. Use the following recipe to mix bleach and water for disinfecting.

- **¼ cup household bleach in 1 gallon of cool water OR**
- **1 tablespoon bleach to 1 quart of cool water**
- **Allow the surface to remain wet for 2 minutes**