



FLORIDA STATE UNIVERSITY

2015-2016

**FSU  
Child Development  
Program**

**Staff & Teacher Handbook**  
**NAEYC Standard 10.B.02**

Excellence in Care and Early Learning for Young Children

**FSU UNIVERSITY HOUSING ● FSU Child Development Programs**

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Available in Alternative Format Upon Request



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The FSU Child Development Program

A Staff and Teacher Handbook:

Procedures and Guidelines for the provision of High Quality Care and Early Education  
at  
The Infant and Toddler Child Development Center  
&  
The FSU Children's Center

“...child care is only as good as the caregivers. We are professionals by the strength of our experience that teaches us to care about children and families; We are professionals by the strength of our knowledge of child development and behavior and the important role of families in children's growth; We are professionals by the strength of our special qualities that enable us to guide children through our understanding, respect, interest, enjoyment, and ability to make supportive relations with them and their families—to see the child and her family as one unit and the care of the whole family as our goal.”

(Nancy Balaban)

**Revised August 2015**

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## Welcome to the FSU Child Development Programs.

Whether you are new to our organization or are receiving this information in a revised edition, we look forward to your contributions to our Program and the children and families we serve. We know that your talents, abilities and energy will enrich the learning environments of our centers and the productivity of our office as have your predecessors. We welcome your innovation and engagement. The intention of this handbook is to help you to be successful and fulfilled in your work with the FSUCDP. You will learn what is expected of you and how to excel and how to help the children, families and one another to reach their highest potential. This handbook is best read in small increments for the best understanding about the policies that effect your employment with us.

We want you to enjoy your work with us and with the children. If there is anything we can do to enhance your working environment, please let us know.

*The FSU Child Development Team*

### **Administration** **644-7970 644-2860**

Tiffany Karnisky Associate Director 644-5664

Brenda Thompkins Program Associate

Bill Stacey Grants Administrator

### **Infant and Toddler Child Development Center** **644-0003**

Dana O'Connor Center Director

Emily Thompson Lead Teacher, Baby House

Sue Cloud Lead Teacher, One Year Old Room

Jennifer Longman-Atkinson Lead Teacher, Two Year Old Room

### **The FSU Children's Center** **645-9576**

Beth Roberts Center Director

Rose Rush Senior Clerk

Kari Starling Lead Teacher, Peach Room

Deby Vargas Lead Teacher, Green Room

## **History and Background**

In August of 2003, FSU Child Development Programs brought together 4 existing programs, each with a proud history. The four centers: Alumni Village Child Development Center, Educational Research Center for Child Development, Infant and Toddler Child Development Center and Starlight Child Development Center had one central feature in common, they educated and cared for children. The four centers were established, primarily, to assist student parents in the care and education of their young children and to provide future generations of professionals “hands on” experience and training in best practices for various academic departments on the FSU campus. The consolidation process continued in the August of 2009 when the Alumni Village Child Development Center closed for renovation and the Starlight Program was discontinued.

Beginning in the Fall semester of 2009 through the Spring and Summer semester s of 2010, the building that provided early education and care for preschool children for 50 years was renovated. Most recently known as the Alumni Village Child Development Center, the building at 169 Herlong Drive was transformed from a late 50’s vintage building to a modern child care facility. On August 23, 2010 the “new” center opened as “The FSU Children’s Center” caring for 36 children, ages 2 and one half to 5 years of age. The building that housed the Educational Research Center for Child Development since 1980 was removed Fall semester, 2010.

The Infant and Toddler Child Development Center opened in September of 2002. In 2001 a grant award from the United States Office of Education provided the necessary financial resources to provide student parents with quality care for their infants and toddlers, age 6 weeks to 3 years of age. Another grant awarded by the United State Office of Education in October, 2009 provided support to expand the program from serving 22 children to 34 children as well as support for expanding the operating hours from 8:30 to 4:30 to 7:30 a.m. to 5:30 p.m. The center has been continuously accredited by NAEYC since 2005.

Both centers provide high quality early education and care to 70 children and their families. Each center has a director and professional teachers all with Bachelors or advanced degrees. The assistant teachers are typically students at FSU, many pursuing advanced degrees, in a wide variety of majors and interests which enriches our centers.

## **The Organization**

### **Mission Statement**

#### **NAEYC Standard 10.A.01**

We care for and nurture the young children of student parents so that they can pursue their studies knowing their children are safe and in a learning environment that, at its best, will promote life-long learning. We want to capture and extend the in-borne eagerness to learn that all children possess so that it is not lost or dampened by drill, rote or other mind-numbing practices. For the young adult students we want to provide a learning environment that extends the classroom by providing hands-on learning opportunities and a safe environment to develop professionally.

### **Philosophy**

#### **NAEYC Standard 2.A.01; 10.A.01**

We believe that children are by nature curious and eager learners. We believe that young children learn best when they experience their environment first hand in play. It is their direct experience in the world with the people, places and objects at hand that spark their innate desire to “find out”, “figure out”, or otherwise solve problems that present themselves through the course of everyday events. It is how they construct understanding or “make meaning”. Emphasis is placed on educating the whole child, the physical, the cognitive, the social and the emotional aspects of the individual. The teachers provide the expert guidance and support for “knowing”

how things work and how to successfully live in the world with self and others.

## Values

The Vision and Mission statements provide us guidance toward the end to which we strive. Our values provide guidance for the “how” of implementing our vision and mission. We seek to provide excellent service to the academic community in such a fashion as to cooperate, collaborate and communicate with all who interact with us and at the same time approach our work with a sense of humility and humanity and with enough humor to lighten our way.

- Cooperation-We think we can accomplish more and have a much more satisfying work environment when we find ways to help each other and build on each other’s strengths.
- Collaboration-When there is collaboration, everyone’s ideas and thoughts are respected and all are blended/integrated/synthesized into a whole that is greater than the sum of the parts. In other words, when everyone contributes and works together, the outcome is usually better than working alone.
- Communication-Communicating frequently, openly and honestly is the key ingredient in cooperating and collaborating with others. It helps build trust and solid relationships so important to our mission.
- Humility-We are all learning, all the time. The best teachers are those that keenly pursue learning and understand that everyone has something to teach us. We all stand on someone’s shoulders. To quote David Brooks of the NY Times (9/14/2009) “Humility, the sense that nobody is that different from anybody else...”. In other words, we are all more simply human than otherwise.
- Humanity-Treating yourself and others with compassion and consideration is the basis from which we work. The children in our care will learn from us not just by the words we use but, more importantly, the manner in which we treat others. We cannot be indifferent and still be good teachers.
- Humor-We expect to not take ourselves too seriously and will be able to see the lighter side of our human condition. The broad view is most often the best view if you take the time to look.

## Vision

### NAEYC Standard 10.A.01

Together, we have a chance to mutually form the best organization possible; to create the best environment for the children in our care; to create the best environment for their parents and to create the best working environment for ourselves. An environment where we all **flourish** is **key** to this overall goal. The word “flourish” brings up associations of vibrancy, aliveness, and positive growth. The dictionary defines flourish “to grow luxuriantly” or to “reach a height of development or influence”. “Flourish” seems to capture the essence of a healthy organization.

Cues that tell us we are flourishing as an organization:

- Every teacher working in FSU Child Development Programs genuinely loves the children in their care.
- Every teacher working in FSU Child Development Programs has a passion for teaching young children.
- Every teacher working in FSU Child Development Programs is a close observer of the children in their care such that they guide, in an intentional way, all learning experiences.
- Every teacher working in FSU Child Development Programs, with intentionality, promotes, supports and encourages each child’s unique development in all areas including physical development, intellectual development, social development and emotional development.
- Every staff member understands the importance of and contributes to working as a team.
- Every staff member is friendly and warm to all.

- Every center is warm, inviting, comfortable, nurturing, and safe.
- Every center feels like “home”.
- Every center provides top tier early learning experiences.

## **Our Goals**

### **NAEYC Standard 2.A.03; 2.A.10; 10.A.01**

- To help the children in our care develop a positive view of themselves and others.
- To help the children in our care develop a genuine love of learning.
- To help the children in our care develop an appreciation for the differences among people and how to celebrate those differences.
- To help the children in our care to learn how to cooperate and be a positive member of a community.
- To help the children in our care to develop the basic skills in key content areas of literacy, mathematics, science, technology, creative expression and the arts, health and safety and social studies that prepares them for the next level of learning.

## **Staff**

### **The Associate Director**

The Associate Director provides the leadership and coordination for the program and supervises administrative staff. The Associate Director is responsible for the overall fiscal, policy, and operational functions of the program. The Associate Director provides guidance for the program’s Annual Evaluation/Assessment program and the implementation of the Quality Improvement Strategic Plan. The Associate Director is an ex-officio member of the Board of Directors.

### **The Program Associate**

The Program Associate is the first and primary contact for new parents. The Program Associate maintains the waitlist for the program and enrollment activities. The Program Associate assists the Associate Director with the overall management and administration of the program. The Program Associate is responsible for preparing all Human Resource and Payroll paperwork. The Program Associate prepares and distributes various types of communications to staff and parents. The Associate Director is an ex-officio member of the Board of Directors

### **Grants Administrator**

The Grants Administrator is responsible for the overall administrations of various federal, state and local grants. The Grants Administrator assists the Associate Director with overall budget management, inventory control, financial tracking and purchasing. The Grants Administrator also assists the Associate Director with the overall assessment of the program.

### **Center Directors**

Each Center Director is required to meet and maintain specific education and training requirements for early childhood education and professional development training. Each Center Director is responsible for the daily operations of their Center, including supervision, purchasing, curriculum, training, evaluation and communications. The Center Directors assist the Associate Director with program planning, implementation, and evaluation.

### **Center Clerks**

The center Clerks provide reception and support to the program. Clerks assist the center Directors with administrative functions. Clerks are trained to assist in the kitchen and classroom if needed.

## Center Cooks

Center Cooks ensure that the program meets the nutritional and health and safety requirements for food service. Cooks ensure that food preparation, service and clean up follow state, accreditation and federal guidelines.

## The Teaching Staff

The centers employ lead teachers who are professionally trained and committed to the field of early child education and dedicated to the education of young children. All teachers of your children undergo background checks and complete all the required training for teachers of young children. The center staff undergo continuous training both internal and external, taking advantage of the many free or inexpensive local training workshops and University resources.

## Board

### NAEYC Standard 10.B.06

A Board of Directors oversees FSU Child Development Programs. The Vice President for Student Affairs serves as chairman. The Board is composed of one parent representative from each of the centers, student government representatives, faculty representatives, community representatives and Programs staff. The Board is responsible for setting major policies, hiring selected staff and providing support and guidance to ensure the success of the programs. One parent representative is elected annually by each center. The parent must be in good standing with the program, have no grievance procedure pending, have no criminal record and be willing to serve for the good of both centers. The duties include attending all meetings of the board and voting. Candidates for election as parent representatives are nominated at the first parent meeting in the Fall semester. Information about the candidates is published in the monthly newsletter. The election is held on two consecutive days following the announcement in the newsletter. Each family is entitled to one vote. The elected representative serves a one year term or until leaving the program or resigning. Should their child leave the center during their term they would no longer be eligible to serve on the board.

## State Licensing

### NAEYC Standard 10.B.04

All centers are licensed by the State of Florida through the Department of Children and Families. Annual unannounced inspections of the centers are conducted by the Department of Children and Families to ensure the Centers are in compliance with all state standards, policies and procedures are met.

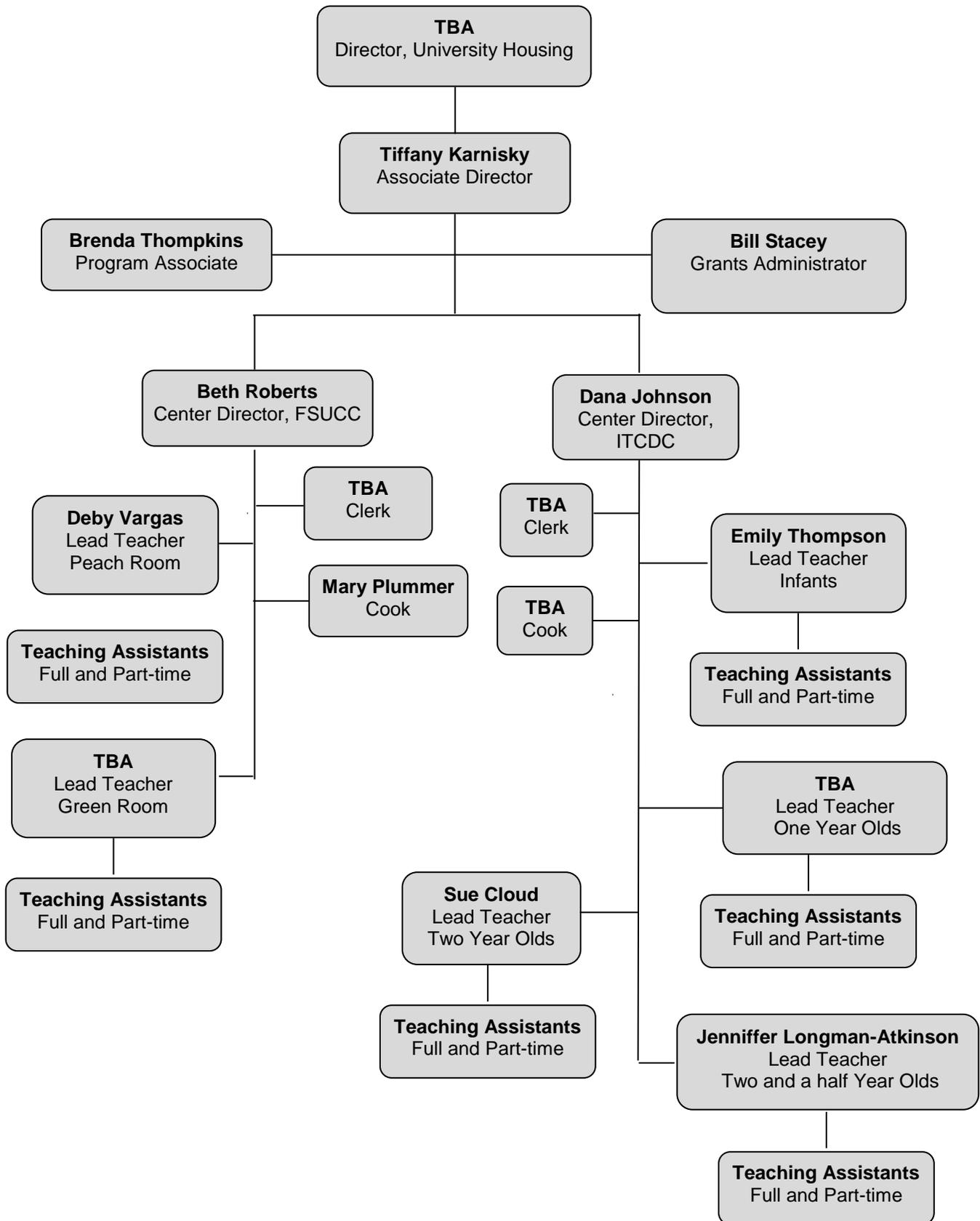
## NAEYC Accreditation



The Infant and Toddler Child Development Center and the FSU Children's Centers are both accredited by the National Association for the Education of Young Children (NAEYC).

What does accreditation mean? It means the centers have voluntarily undergone an assessment procedure that measures how well the center meets NAEYC requirements for a quality early childhood program. One of the major indicators in an early childhood programs is the quality of the interaction between teachers and children. The physical environment, curriculum, health and safety, and administration are other areas assessed, first by staff and then by a NAEYC validator. The validator visits the centers for inspection/verification/endorsement of the information reported in the self-study and contained in the classroom and program portfolios. If fully endorsed, the center achieves accreditation status for 5 years.

# Organizational Structure



## University Policies and Guidelines

The FSU Child Care Program adheres to all University policies.

These policies can be found at <http://policies.vpfa.fsu.edu/policies2.html#fs2>

### **Americans with Disabilities Act**

#### **FSU Policy OP-C-7-11**

Florida State University is committed to a policy ensuring that persons with disabilities are not unlawfully discriminated against and that they have equal opportunity and equal access to all the rights and privileges enjoyed by those who are not disabled. Florida State University will comply with all provisions of the Americans with Disabilities Act of 1990 and will provide, upon request, reasonable accommodations to qualified individuals with a disability. The entire policy is available at

<http://policies.vpfa.fsu.edu/personnel/3i.html#1>

### **Disciplinary policies for staff members**

FSU Policies and Procedures provide the guidance for any disciplinary action that may be necessary. Failure to comply with the policies and procedures may result in disciplinary action up to and including dismissal. These policies and procedures can be found at <http://www.vpfa.fsu.edu/policies/personnel/39.html#5>.

### **Policy Against Fraudulent, Unethical and Other Dishonest Acts**

#### **FSU Policy OP-C-13**

Florida State University, under the governance of its Board of Trustees, is committed to the highest standards of moral and ethical behavior. Breaches of these standards, especially through acts involving fraudulent, unethical and other dishonest behavior, are not only costly, but they tend to erode the public's trust and confidence in the integrity of the institution. By issuing this formal policy statement, the University hereby reaffirms its longstanding duty and responsibility to aggressively combat such behavior. The entire policy is available at

<http://policies.vpfa.fsu.edu/bmanual/fraud.html>

### **Sexual Battery Policy**

#### **FSU Policy 4-OP-C-12**

The goals of the Florida State University are to educate members of this community about sexual battery, to apprehend and sanction perpetrators of sexual battery, and to provide the best possible support to victims of sexual battery.

Sexual battery is a crime defined in Section 794.011, Florida Statutes, as "the oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object; however, sexual battery shall not include acts done for a bona fide medical purpose."

The provisions of Chapter 794, FS, apply equally to male and female staff, faculty, and students of the Florida State University, on or off the campus, regardless of whether the perpetrator and the victim are acquaintances or strangers. Sexual battery involves a lack of consent by the victim. Sexual battery committed by a student is also a violation of the FSU Student Conduct Code (6C2-3.004, Florida Administrative Code). Educational programs on sexual assault prevention are presented by the FSU Police Department, the Victim Advocate Program, the Orientation Office, University Housing, the Student Government Association, and others. The policy is its entirety can be found at <http://policies.vpfa.fsu.edu/bmanual/battery.html>

## **Sexual Harassment Policy**

### **FSU Policy 4-OP-C-7-I4**

Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by The Florida State University, whether by faculty, students, or staff or by others while on property owned by or under the control of the University.

The policy in its entirety can be found at

[http://compliance.hr.fsu.edu/index.cfm?page=sexual\\_harassment\\_policy](http://compliance.hr.fsu.edu/index.cfm?page=sexual_harassment_policy)

## **University Smoking Policy**

### **FSU Policy OP-B-7**

Effective January 1, 2014, tobacco use, including simulated tobacco use, is prohibited on property, interior and exterior, owned or managed by Florida State University within the state of Florida. No tobacco use will be permitted in university facilities, common or private work areas, elevators, hallways, garages, restrooms, dining areas, employee lounges, conference and meeting rooms, and all other enclosed or semi-enclosed areas.

Additionally, no tobacco use will be permitted in outdoor areas including parking lots, parking garages, grounds, rooftops, plazas, courtyards, entrance/exit ways, university-owned or -leased vehicles, and any other indoor or outdoor areas owned or managed by the university. This policy applies to all Florida State University students, employees, consultants, contractors, visitors and external individuals, companies renting university-owned space, and property owned or managed by Florida State University within the state of Florida.

The policy in its entirety can be found at <http://policies.vpfa.fsu.edu/bmanual/smoking.html>

## **Statement for Faculty and Staff on the Unlawful Possession, Use or Distribution of Illicit Drugs and Alcohol**

The University Standard of Conduct is that no employee will report to work under the influence of or unlawfully possess, use or distribute illicit drugs and alcohol on University property or as part of any University activities.

### **Legal Sanctions**

State law prohibits the possession of alcoholic beverages by persons under age 21, punishable for the first offense by a definite term of imprisonment not exceeding 60 days and/or a \$500 fine, and for a subsequent offense by a definite term of imprisonment not exceeding 1 year and a fine of \$1,000. It is similarly prohibited and punishable to distribute alcohol to minors.

State law makes it a crime for any person to possess or distribute illicit drugs (controlled substances as described in Section 893.03, Florida Statutes) under Section 893.13, Florida Statutes. Law provides certain limited exceptions. The crimes range from second-degree misdemeanors (up to 60 days imprisonment and up to a \$500 fine) to first-degree felonies (up to 30 years imprisonment and up to \$10,000 fine).

Trafficking (distributing specified large quantities of various controlled substances under Section 893.03, Florida Statutes) under Section 893.135, Florida Statutes is punishable, depending on the particular illicit drug, quantity involved and location, by a minimum term of imprisonment of 3 to 30 years and a fine of \$25,000 to \$500,000.

Federal trafficking penalties for first offenses, depending upon the illicit drug involved, range from not more than 1 year imprisonment and a fine of not more than \$100,000 for an individual to 40 years to life

imprisonment and a fine of not more than \$200,000 for an individual to not less than life imprisonment and a fine of not more than 8 million dollars for an individual.

Florida State University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

### **Commercial Driver License Drug & Alcohol Testing Program, Pre-employment Testing and Background Checks**

Florida State University maintains a random drug and alcohol testing program in accordance with the U.S. Department of Transportation, Federal Highway Administration (49 CFR, Parts 40 and 382), which requires alcohol and drug testing as a condition of employment for those who operate a commercial motor vehicle. Human Resources' Employee/Labor Relations section administers the program. Employees hired into positions requiring a commercial driver license or which are designated safety sensitive are subject to a pre-employment test and CDL required employer background checks.

### **Standard of Conduct**

#### **Health Risks Associated with the Use of Illicit Drugs and the Abuse of Alcohol**

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including murder, rape, armed robbery, vandalism, spouse and child abuse, and drunk driving. Moderate to high doses of alcohol can cause marked impairment in higher mental functions, severely altering a person's ability to learn and remember information. Heavy use may cause chronic depression and suicide, and is also greatly associated with the abuse of other drugs. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects described. The use of even small amounts of alcohol by pregnant women can damage their fetus.

Long term heavy alcohol use can cause digestive disorders, cirrhosis of the liver, circulatory system disorders and impairment of the central nervous system, all of which may lead to an early death.

Repeated use of alcohol can lead to dependence, particularly in persons with one or more parents or grandparents who were problem drinkers. At least 15-20% of heavy users will eventually become problem drinkers or alcoholics if they continue drinking. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms including severe anxiety, tremors, hallucinations and convulsions, which can be life threatening.

All illicit drugs are health threatening. Examples include: cannabis - impairment of short-term memory and comprehension and ability to perform tasks requiring concentration, lung damage, paranoia and possible psychosis; narcotics, depressants, stimulants and hallucinogens - nervous system disorders with possible death the result of an overdose. Illicit inhalants can cause liver damage. Dependence and addiction are a constant threat to users. AIDS is widely spread among intravenous drug users.

### **Institutional Disciplinary Sanctions**

#### **Available Rehabilitation and Treatment**

Drug and alcohol counseling and rehabilitation programs are available for both faculty and staff through the FSU Employee Assistance Program, 644-2288.

Florida Board of Education rules and faculty Collective Bargaining Agreement provide that faculty whose alcohol or substance abuse impairs their ability to perform assigned duties will be required to enter a prescribed rehabilitation program known as the Compulsory Disability Leave Program. Refusal to comply with its provisions can lead to disciplinary action. Failure to fulfill the terms and conditions of the program can lead to the faculty member being released from employment.

In addition, help is also available through the following:

Alcoholics Anonymous	224-1818
Narcotics Anonymous	599-2876
Telephone Counseling and Referral Service	224-6333

The University will impose disciplinary sanctions on employees who violate the standards of conduct described.

Florida State University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

The disciplinary sanctions for the illegal possession, use or distribution of illicit drugs and alcohol will be consistently enforced and will range from a written reprimand to a 3-day suspension without pay, up to and including dismissal from employment, in accordance with applicable collective bargaining agreements and/or other applicable policies and procedures, as well as referral for violation of the criminal law. A sanction may also include the completion of an appropriate rehabilitation program.

Human Resources

### **Use of University Information Technology Resources**

#### **FSU Policy OP-H-6**

This policy statement is intended to support appropriate and effective use of information technology (IT) resources at Florida State University (FSU), while providing guidelines for allowable use.

The entire policy is available at <http://policies.vpfa.fsu.edu/bmanual/itpolicy.html>

### **Vulnerable Persons Act**

Florida State University is committed to protecting the well-being of all members of the campus community. Therefore, the University would like to alert you to recent developments in Florida law that impact all of us. On October 1, 2012, Florida's new Protection of Vulnerable Persons Act went into effect. Florida now has the toughest laws in the nation regarding mandatory child abuse reporting obligations.

Under the law, every individual in the state is required to immediately report known or suspected child abuse and child sexual abuse to the Florida Department of Children and Family Services' Abuse Hotline, with the definition of "child" including any person under the age of eighteen. This includes reporting suspected abuse committed by adults who are not the child's legal guardian and by juvenile sexual offenders. The policy is its entirety can be found at <http://compliance.hr.fsu.edu/index.cfm?page=VulnerablePersonsAct>

### **Workers' Compensation Return to Work Program**

#### **FSU Policy OP-G-10.1.1.1**

The University has exposure to various risks related to employee safety and potential losses to University assets. The Risk Management Office within the Department of Environmental Health & Safety seeks to eliminate, prevent or minimize those risks. Recognizing the need and responsibility to preserve the University's

resources, the Risk Management Office develops policy and guidelines for administration of insurance programs and uses risk management strategies to reduce risks.

The policy in its entirety can be found at <http://policies.vpfa.fsu.edu/bmanual/EHS10.html>

### **Workplace Violence Guidelines**

#### **FSU Policy OP-C-10**

Florida State University is committed to maintaining and enhancing an environment that is conducive to safe working, learning, and living for all members of the institutional community. The University must have an environment in which all faculty, staff, students, and guests can study, live, and work without intimidation or fear.

In view of this commitment, it is the policy of Florida State University that acts of violence, threats of violence, and behavior meant to intimidate others is strictly prohibited. Such prohibition is in effect when: the act, behavior, or communication is abusive and could cause another person physical, emotional, or psychological harm; and/or the act, behavior, or communication threatens damage to the University's or another's property; and/or when the act, behavior, or communication disrupts the education, work, or sense of well-being of an individual or group of individuals.

In sum, these guidelines and subsequent procedures are aimed at dealing with workplace violence in a preventative fashion with multiple foci on education, assessment, and consultation. In the alternative, if and when violent incidents occur, university officials will view workplace violence as a most serious type of misconduct that will result in stringent disciplinary sanctions (in accordance with appropriate statutory law and administrative rules) up to and including termination of employment and criminal prosecution for incidents concerning employees, and up to and including expulsion from the University and criminal prosecution for incidents occurring between students and employees.

The policy in its entirety can be found at <http://policies.vpfa.fsu.edu/bmanual/workplace.html>

## Personnel Practices

### Access

A new security system was implemented in August of 2010 that requires parents to access the center by entering a code on a key pad. Only parents who have children enrolled receive a code. Staff members responsible for opening and closing receive key access. Others must be “buzzed” in.

### Accident/Incident Report

Recording any incident or accident is done on the accident/incident form. The accident/incident form is to be completed on any child who is injured. If another child was involved in the injury or accident the accident/incident form is completed for the second child as well. This form is NOT to be used to communicate any concerns about a child’s behavior, only information about injuries or accidents. This form must be initialed by a Center Director before being given to a parent/guardian.

### Air Pollution

**NAEYC Standard 9.D.03; 10.D.02**

The Florida Department of Environmental Protection lists Leon County Air quality as good or moderate (source: <http://www.dep.state.fl.us/air/publications/cleanair/countyaqi.htm>). The years of 2005, 2006 did not register any days that were unhealthy and only 1.4 percent in 2007. In the event of any change or should the air quality become unhealthy, the coordinator of Florida State’s Emergency Management team notifies designated members of the University’s Emergency Management Team. The coordinator of FSU Child Development Programs is a member of this team and is notified via e-mail of any immediately threat to the health of children, staff or student parents.

### Anti-Bias

We encourage and support cultural diversity, gender equality, non-violence, and peaceful conflict resolution throughout every aspect of our programs. Our goal is to teach children to resist the bias that inundates much of today’s popular culture. We believe that children can be empowered to reject negative stereotypes of race, gender, religion and physical capabilities with the help of their parents and teachers. We ask for your support and your feedback to help us ensure that we are living up to our highest standards.

### Attendance and Punctuality

All staff members are expected to arrive at their assigned workplace or classroom on time and ready to work their scheduled work period. Punctuality and adherence to the work schedule ensures that the ratio of teacher to children is maintained at all times and we are available for parents and others to conduct program business. If you are unable to work or will be late, you must call and speak to your director or direct supervisor as soon as possible.

### Attitude, Speech and Language

**NAEYC Standard 10.E.07**

Staff attitude, speech and language should always be professional. It should be such that you would be comfortable for children to imitate or repeat in any context. The voice tone should be one that conveys warmth, caring and cooperativeness.

### Breaks

For each four-hour period of work, teachers are encouraged to take a fifteen minute break. It is the teacher’s responsibility to ensure that ratios will be maintained during the short absence and may not leave the classroom if there are not proper ratios. Staff may request temporary relief from the director when they are unable to carry out their responsibilities

### **Babysitting**

When you do a great job and form strong bonds with parents it can easily move from a professional relationship to a personal one. Often parents feel very comfortable with asking teachers to baby sit for their children. Because we want parents to recognize us as professional teachers, we ask that you graciously decline. Forming more than a professional relationship increases the chances that you might find yourself in an uncomfortable situation later on. If you need words on how to **graciously decline**, talk with your director.

### **Center Security**

#### **NAEYC Standard 10.B.08**

It is important that all staff monitor visitors in and around the centers. Both centers are accessed through one front door entrance. It requires either a code for the key pad or a key to get in. If you have any concerns about a visitor or someone who is not identified with a name tag, talk with your lead teacher or director.

### **Cell Phone**

Cell phones must be stored with your personal belongings while on duty. Using a cell phone or other electronic device in the classroom or on the playground is strictly prohibited.

### **Changes in Policies and Procedures**

The majority of changes in policies is done once a year during the annual revising and review of all written materials; however, should it be necessary to address any changes during the academic year, each director will inform their staff, in writing, of the change. Typically, this is done in regular staff meetings.

### **Code of Ethical Conduct**

FSU Child Development Programs are guided by the National Association for the Education of Young Children. NAEYC's Code of Ethical Conduct and Commitment Statement can be found in appendix A of this manual and online at [http://www.naeyc.org/positionstatements/ethical\\_conduct](http://www.naeyc.org/positionstatements/ethical_conduct)

### **Computer/Laptop**

Access to the internet or to the center computer is to be used ONLY for professional purposes. Any use of center computers, including internet access for personal reasons is not permitted. This includes **e-mails, instant messaging** via computer, smart phones, cell phones or watches. If you have any questions about the appropriate use of computer technology or other electronic devices, discuss them with your director. No University-owned electronic equipment may be removed from the center.

### **Confidentiality**

#### **NAEYC Standard 10.B.08; 10.D.05**

Information about the children, families and staff in our program is confidential; therefore, staff must not talk about children, families or other staff members while in the center or in public places. Only children's first names are used on any artwork or public display of any work. Since our centers are laboratory schools there are specific contexts when information may be shared for educational purposes, pseudonyms are used to guard confidentiality. All staff must sign a Confidentiality Agreement Form.

Florida State University Child Development Programs is committed to excellence in service for our children and families, and therefore requires strict adherence to the policy stated below:

1. **All** information regarding any center family and/or child is to be treated as **confidential**.
2. All staff, family and children's records must remain in a locked filing cabinet..
3. Under the Family Education Rights and Privacy Act (20 U.S.C. § 1232g) and the Health Insurance

Portability and Accountability Act (HIPAA) official written records for each child in the center must be kept in a locked filing cabinet. Information contained in those records, are to be shared with other staff or other University officials only if that person has a legitimate educational interest (i.e., on a “need to know” basis only) or is listed in the parent handbook as legitimate stakeholders. Requests from third parties, including outside agencies, must be evaluated by administrative staff, in consultation with University Counsel in appropriate circumstances, before any disclosure is made. In most cases, information cannot be disclosed with any third party without the **written consent** of the child’s parent or legal guardian.

4. University students, unless they are employed by the center, volunteers or kitchen staff are not to be included in discussions of children and families, except to provide information that is required for them to complete their jobs. Sensitive information must not be shared with everyone, only those who are directly involved.
5. If any documents one would expect to find in a file appear to be missing, notify the center director immediately.
6. Staff members are prohibited from discussing children, families or staff members with or in the presence of other children, families, visitors, etc..
7. If a family begins discussing another child and/or family, staff members are to quickly inform the person that such a discussion is inappropriate and change the subject. If the person persists, the employee is to inform the center director.
8. When encountering families, children or staff outside the center or in the office courteous recognition but use of discretion is required in all interactions.

### **Dress Code**

A professional appearance is **required** at all times while in the centers or office. The dress code is casual professional. As we serve a diverse group of families and at the same time serve as role models for the children in our care, we must be respectful of cultural views and the professional standard expected of all employees.

- Good personal hygiene should be practiced at all times.
- Clothing should be clean, neat and free of tears, holes and stains. There should be no bare mid-section or cleavage in view. Clothing must be loose enough such that bending, squatting or other movements necessary to interact fully with children is not restricted. Spaghetti strap tops, tank tops, stretch pants, bicycle shorts, sweat or jogging suits, halter/tube tops, shirts that show belly buttons, low-rise jeans or short-shorts and mini-skirts are inappropriate and should not be worn to work. For assistance, you can perform the “mirror” test. Raise your arms and notice if any flesh is visible. If flesh is visible, it is time to change into something more appropriate. A good rule of thumb about the appropriate length of shorts or skirts is the length should be no shorter than two inches above the knee.
- T-shirts or other garments should not display messages or pictures offensive to others.
- All tattoos must be covered.
- Fingernails should be a workable length such that they do not pose a safety hazard. Fingernails that extend no longer than 1/4 inch beyond the flesh line is recommended.
- Jewelry should be kept to a minimum, especially dangling or facial jewelry
- Please wear only closed-toed, closed-heeled shoes that have non-skid rubber soles for safety and accident prevention.

If you have any doubt about the appropriateness of your professional presentation, ask your director. If your director does not feel your appearance is professional they will ask you to sign out and leave the center. The staff member may return and sign in when appropriately dressed. The director is the final arbiter about the appropriateness of appearance.

## **Emergency Contacts**

Staff may not be placed on enrolled children's emergency contact list nor may any staff member provide transportation for any enrolled child to or from the center.

## **Employee Assistance Program**

### **NAEYC Standard 10.D.01**

FSU Employee Assistance Program provides to its employees assessment of personal difficulties, short term intervention or referral to community resources. The office is located at 937 W. Jefferson Street and is open Monday—Friday from 8:00 a.m.– 5:00 p.m. Contact is Mary Wilkes at 850-644-2288 for more information.

## **Employee Records.**

Staff are responsible for ensuring that personal information required by the university and licensing is updated and correct; has a current Affidavit of Good Moral Character on file; has on file Child Abuse and Neglect Reporting Requirements Acknowledgement; up-to-date TB test, physical exam, Hepatitis B shots and all required background checks as well as signed confidentiality agreement and copies of all training transcripts/certificates.

## **FaceBook/Twitter/YouTube etc.**

Staff may not include on any personal web site or any other social networks site pictures of children, staff or any other information about the program or centers. Any discussion or exchange of information about the program or centers, the staff, children or families is strictly prohibited.

## **Grievance Procedures**

### **NAEYC Standard 7.C.04**

If any problems are experienced with a co-worker, a parent or lead teacher:

Step 1: Discuss the problem directly with the person and seek to negotiate a solution.

Step 2. If step 1 does not resolve the problem and the problem is with a co-worker, ask the lead teacher/director to assist with finding a solution. If it is with parent, ask the director to assist you.

Step 3. If the problem is with a lead teacher, ask the director of your center to assist you in resolving the problem.

Step 4. If the problem still persists, you may appeal to the Associate Director for final disposition.

## **Hiring and Employment Procedures**

### **NAEYC Standard 10.E.**

#### Overview

### **NAEYC Standard 10.E.02;10.e.06**

There are four basic job classifications at FSU: Administrative and Professional (A&P), University Support Personnel System (USPS), Faculty, and Other Personal Services (OPS). Each classification carries with it certain policies and procedures. FSU Child Development Programs has staff in each of these categories. A primary difference in the classifications is that A&P, Faculty and USPS are all benefited positions while the OPS category is non-benefited, temporary and at-will employment. All require applying on-line in the OMNI system (FSU's web-based Human Resource system), all require references, all require background checks, all require the state-mandated training for child care workers with the benefited professional positions requiring degrees as well as other credentials. The information contained in this section applies to all staff members employed by FSU Child Development Programs.

## Employment Practices

### NAEYC Standard 10.E.01

FSU Child Development Programs selects employees on the basis of education/training, experience and merit. Equal opportunity is provided for employment without regard to race, color, religion, national origin, age, gender, handicap, or marital status.

## Accepting Employment

By accepting employment with FSU Child Development Programs, individuals are agreeing to take whatever appropriate actions necessary to manage their personal affairs such that they report to their assigned work area on-time, appropriately dressed, fully prepared and ready to carry out their assigned duties at the beginning of each work period.

## Job Abandonment

If the employee does not call or report to work for three consecutive days, this will be considered job abandonment and thus termination from employment.

## Job Description

### NAEYC Standard 10.E.01

Each employee is given a written job description during the orientation and training period.

## Probationary Period

### NAEYC Standard 10.E.05

All FSU Child Development Program employees serve a probationary period, 6 months for benefited employees. It is important to note that employees in the OPS classification are at-will temporary employees and may be separated from employment at any time. For OPS employees notice or reason for termination is not required. Layoff rights also do not apply.

## Health Assessment

### NAEYC Standard 10.E.04

All paid staff members and volunteers who work more than 40 hours per month must have a current health assessment (not more than one year old) at the commencement of work and must be updated every two (2) years. It must include immunization status and documentation by a health professional by the Mantoux method of testing for TB which shows the staff member to be free from TB.

## Evaluation

### NAEYC Standard 10.E.09; 10.E.10; 10.E.11; 10.E.12

All employees are evaluated at a minimum once a year. A & P and USPS employees are evaluated before the six month period of probationary status. Those in the Faculty status are reviewed and given their assignments in the Spring semester of each year. OPS employees generally are evaluated once a semester. A & P employees are generally evaluated in the summer semester. The performance evaluation is an integral part of developing an Individualized Professional Development plan.

## FSU Child Development Programs Staff Evaluation

*Please be aware that if you are an assistant teacher, the director will get input from the lead teacher prior to the evaluation meeting as well.*

Key: 1- unsatisfactory 2- needs improvement 3- Satisfactory 4- Above Satisfactory 5- Excellent

### **Interactions With Children: 1 2 3 4 5**

- Interacts frequently with individuals and small groups throughout day
- Interactions are positive and friendly and demonstrate respect and care
- Communicates with children on eye level
- Reads to children on regular basis
- Asks teaching and open ended questions to promote learning
- Responds quickly to children in distress
- Reassures and comforts crying children – maintains positive outlook
- Uses children's real names frequently
- Converses with children and listens rather than just talk at children
- When speaking with children expands vocabulary by describing what children are seeing and doing, as well as asking questions
- Demonstrates interactions with children as focus of time and energy
- Actually plays with children rather than just standing around supervising, outside and inside
- Avoids interacting with other adults unless there is a need to communicate about the activities or teaching

### **Discipline & Class Management: 1 2 3 4 5**

- Sets clear limits and consistently enforces them
- Patiently reminds children of rules to encourage appropriate behavior
- Positions self to reduce possibility of problems
- Observes children and environment to reduce possibility of problems
- When engaged, periodically scans room to reduce potential problems
- Models desirable behaviors and manners
- Redirects inappropriate behavior when acceptable
- States directions and phrases in positive manner – telling what to do
- Avoids negative statements or “no” when possible
- Dialogues with children to promote self control
- Uses growing words
- Encourages children to use social problem solving with words
- Encourages children to participate in caring for the environment and cleaning up
- Listens to children's feelings with respect
- Makes use of logical or natural consequences children can understand
- Avoids harsh, humiliating, and physical discipline techniques
- Refrains from associating discipline with food, toileting, or rest

### **Curriculum: 1 2 3 4 5**

- Uses interactions to facilitate discovery
- Uses children's mistakes as a positive opportunity for learning and discovery
- Refrains from imposing solutions to encourage children to participate in problem solving
- Allows children to choose appropriate materials and activities for learning
- Moves about in centers to encourage and promote learning through play
- Assists circle time teacher by working the circle
- Participates in planning by contributing ideas, interests, and preparation
- Plans and leads activities that are based on play
- Plans and leads activities that are age and developmentally appropriate
- Encourage children to think, reason, question, and experiment
- Uses interactions and activities to promote reading readiness skills
- Uses interactions and activities to promote math readiness skills

- \_\_\_\_\_ Uses interactions and activities to promote science readiness and discovery
- \_\_\_\_\_ Uses interactions and activities to promote social readiness skills
- \_\_\_\_\_ Uses interactions and activities to facilitate physical development
- \_\_\_\_\_ Keeps the development of the whole child as focus of curriculum
- \_\_\_\_\_ Uses curriculum, activities, and interactions to maintain goals and objectives of preschool

**Meals, Routines, & Transitions:    1       2       3       4       5**

- \_\_\_\_\_ Sits and converses with children during meals
- \_\_\_\_\_ Models appropriate eating habits and manners
- \_\_\_\_\_ Eats with the children to model good nutrition
- \_\_\_\_\_ Encourages but does not force the children to eat and try new foods
- \_\_\_\_\_ Enforces cultural and medical food variations
- \_\_\_\_\_ Models proper hand washing techniques
- \_\_\_\_\_ Encourages proper hand washing
- \_\_\_\_\_ Maintains a soothing environment for rest time
- \_\_\_\_\_ Uses soft voice during rest time
- \_\_\_\_\_ Supervises quiet activity when children are not napping
- \_\_\_\_\_ Rubs backs and spends individual time with children during nap rather than chatting with other teachers – keep children the focus
- \_\_\_\_\_ Gives children warning prior to transitions
- \_\_\_\_\_ Uses activity to facilitate smooth transition

**Professionalism:    1       2       3       4       5**

- \_\_\_\_\_ Maintains appropriate attendance and attendance practices
- \_\_\_\_\_ Avoids tardiness
- \_\_\_\_\_ Keeps breaks to appropriate time
- \_\_\_\_\_ Maintains accurate time sheet
- \_\_\_\_\_ Obtains training and continuing training in field
- \_\_\_\_\_ Completes assigned tasks with positive manner and timely fashion
- \_\_\_\_\_ Demonstrates flexibility for the good of the program
- \_\_\_\_\_ Uses work time for work rather than handling personal affairs
- \_\_\_\_\_ Avoids clustering and talking with other adults unless work related – keep children focus
- \_\_\_\_\_ Follows lead of teacher, performs tasks to benefit children and program
- \_\_\_\_\_ Communicates effectively with other staff and parents of children
- \_\_\_\_\_ Communicates with staff and parents in positive manner
- \_\_\_\_\_ Shows initiative, enthusiasm, and positive attitude
- \_\_\_\_\_ Supports supervisor and teacher
- \_\_\_\_\_ Shows understanding of school philosophy and goals/objectives through performance

**Family Relations:**

- \_\_\_\_\_ Meets and greets each family in a friendly way at pick up and drop off
- \_\_\_\_\_ Demonstrates respect for cultural diversity
- \_\_\_\_\_ Communicates on a daily basis with family in friendly, respectful way
- \_\_\_\_\_ Keeps family informed of child's activities at school
- \_\_\_\_\_ Conferences with family if appropriate at least twice a year
- \_\_\_\_\_ Informs family of child's ongoing progress & development
- \_\_\_\_\_ Maintains positive, friendly, and open relationship with family
- \_\_\_\_\_ Informs family of child's routines such as eating and sleeping daily
- \_\_\_\_\_ Addresses family concerns with respect, interest, and helpfulness
- \_\_\_\_\_ Encourages family involvement
- \_\_\_\_\_ Participates in family involvement activities

**Overall Rating:       1       2       3       4       5**

### Teacher / Child Interaction Observation

Mark a tally under each time column next to appropriate behavior each time the behavior is exhibited (move to next column every 2 minutes). This is a sampling of “on task” or “off task behaviors.

	Time 1	Time 2	Time 3	Time 4	Time 5
Playing with children					
Talking with children					
Allowing child to lead activity					
Observing children					
Leading an activity with children					
Talking with other staff					
Standing idle					
Drawing, coloring, doodling					
Doing Tasks not work related or assigned					

### Interaction Check List:

Put a check next to each statement that is true about interactions in the above sample.

Check	Behavior	Comments
	Teacher is on child's eye level during communications	
	Teacher is pretending with child rather than just watching	
	Teacher phrases statements in positive terms	
	Teacher is modeling appropriate behavior for the child to imitate	
	Teacher is asking open ended questions to lead to higher level thinking	
	Teacher is asking curriculum based questions if not open ended, but avoiding drill & practice	
	Teacher provides for choice when appropriate	
	Teacher interactions are friendly & courteous	
	Teacher allows children to do for self when possible	
	Teacher extends vocabulary and gives words when needed-uses descriptive language while playing with child	

### Re-appointments

All re-appointments (OPS) and contract renewals (A& P and Faculty) are based on performance as evaluated by the direct supervisor. For those employees who have not obtained the necessary or required training, the appointment will be terminated. Other factors that impact re-appointments are class schedules for OPS teaching assistants and budget availability. It is important to understand that program's needs come first. Staff whose class schedules do not allow for them to work at the times the program needs them will not be re-appointed.

### Termination of Employment

Behaviors that require immediate dismissal from employment in FSU Child Development Programs include but are not limited to:

- (1) Physical, emotional or sexual abuse of any child at any place at any time.
- (2) Being under the influence of any drug, including alcohol.
- (3) Discussing children and their families outside the center/office breaching confidentiality.
- (4) The use of any inappropriate language and/or behavior with children, parents, center staff or visitors.

### Interactions with others

All staff members are expected to conduct themselves in a professional manner. Things to avoid include: Keeping hands in pockets, crossed arms, "fiddling with stuff", daydreaming, sad-looking faces, staying in one place too long, yelling or talking across the room, talking with children from a standing position, negative tone/words, missing chances to teach expand /language, roaming aimlessly, long periods of silences without talking or conversing with children.

### Leaving Area of Responsibility

Teachers may not leave their assigned area without the express permission of the Lead teacher and/or Director.

### Leave Requests

A minimum of 2 weeks notice is required for leave requests. All staff members must request leave in writing on the time sheet and it MUST be approved, in writing by the director BEFORE the leave can be taken. The time sheet is the place that leave may be requested and approved.

**Modeling** is one of the most important tools to build healthy and safe habits. It is important to model only those behaviors we want children to imitate. For example, sit only in chairs and not on tables or climbers.

### Name Tags

Clear identification of staff members is important to the safety and security of the children in our care. Every individual working in our program is required to wear a name tag at all times, identifying them as FSU Child Development Programs staff members. All visitors and volunteers should also wear name tags.

### Non-Solicitation

No solicitation of any kind by staff or others may be conducted.

### Overtime

Staff members in the OPS or USPS classification may NOT work overtime without the permission of the director. Should a staff member elect to work overtime without permission of the director the time will not be paid and will be considered volunteered time.

### Parking

No staff member is allowed to park on the grass or any other spaces not clearly designated as parking spaces.

There will be no interceding for any staff member who gets ticketed or towed. Parking is on a first come, first serve basis.

### **Payroll**

Staff members may not report to work unless appointment paperwork has been completed. If a staff member elects to do so, it will be considered time volunteered.

### **Pay Periods**

The work week for FSU is from 12:01 Friday to 12:00 midnight the following Thursday. A pay period is two work weeks. Checks are distributed electronically every other week on Friday.

### **Personal Property**

All personal property must be stored in a secure location that is out of the reach of children. Ask your director or lead teacher to determine the designated for personal belongings.

### **Personnel File**

For licensing and accreditation purposes, all personnel files must be up-to-date and accurate for inspections by appropriate licensing and accreditation representatives. It is the staff member's responsibility to ensure that personal information is kept current and all required training is started and completed in the mandated time allotted.

### **Re-assignment**

The Associate Director and/or the Center Directors may reassign staff as needed to ensure high quality standards are continuously upheld.

### **Roughhousing**

Roughhousing or horseplay inside or outside the center is not permitted. If you have a question about what constitutes either, ask your lead teacher or director.

### **Salary**

Many factors contribute to starting salaries and salary increases: Primary among these factors is adequate budget funds. As there are 8 funding sources needed to support the continuing operation of the program. The funding amounts from these sources vary from year to year impacting the level of our salary offerings annually. Education, experience, credentials, performance and other training also impact salaries as does FSU policies and procedures, enrollment and cost of daily operations.

### **School Calendar/Holidays**

The Program follows the holiday schedule for FSU. The following are official FSU holidays: New Year's Day, Martin Luther King Day, Memorial Day, Independence Day, Labor Day, Veteran's Day, Thanksgiving and the day after, and Christmas Day.

### **Signing In and Out**

All staff members must sign in and out each day on their time sheet. It is especially important for those who are in the OPS classification to sign in the actual time arrived and the actual time leaving. Getting into the habit of doing this correctly each day will expedite getting paid in a timely fashion.

### **Sleeping**

Staff found sleeping while on duty are subject to disciplinary action up to and including immediate dismissal.

**Smoke-Free Work Place**

Both centers are designated as Breathe Easy Zones which means that no one may smoke in any center, playground or in any areas near the center (a minimum of 50 feet) such that children or other staff members are exposed to second-hand smoke.

**Socializing or “Clustering”**

While on duty, teachers must be focused on interacting with and supervising the children in their care. Socializing or “clustering” with fellow teachers/other adults while on duty is an inappropriate practice and not permissible, compromises the safety and security of the children and may result in disciplinary action up to and including dismissal.

**Substitutes**

The teacher is responsible for finding someone to substitute for planned leave prior to submitting a leave request.

**Supplies**

If you need supplies for a teaching activity, talk with your lead teacher or director.

**Telephones**

For safety reasons and to adhere to the highest quality standards of NAEYC, there must be telephone access in all classrooms. Telephones are to be used ONLY for emergencies and parent contact. Personal use of the classroom phone, personal cell phone use in the classroom, talking on the telephone in the presence of children are all strictly prohibited. Long distance telephone calls may NOT be placed on University telephones unless approved by the director of the center. Personal telephone calls may be placed and received ONLY during official work breaks.

If, as a staff member you answer the center telephone, please say the name of the center, your name and ask how you might be of help. It is expected that any telephone usage will follow the highest professional phone etiquette. Any failure to follow these requirements will result in a performance conference with the center director.

**Text Messaging**

Text messaging in the classroom is strictly prohibited. All phones and electronic devices are to be stored with personal belongings.

**Termination of Employment**

Termination of employment includes but is not limited to: Failure to abide by the FSU and FSUCDP policies and procedures, failure to fulfill assigned job responsibilities, lack of funds to support continued appointment. See page 11 for causes for immediate dismissal.

**Time keeping/Time sheets**

All FSUCDP employees must fill out completely and accurately a time sheet for each pay period. A blank time sheet is included on page 48 for instructional purposes. In order to receive payment, each employee must submit a time sheet on the day and at the time their director requires. Time sheets MUST be filled in when work begins each day and again when work ends. The actual time arrived and actual time of departure is the time recorded. When time sheets are not completed correctly, they must be sent back for initialing...employees as well as immediate supervisor which can result in delays in the timeliness of payment. It is important to remember that recording time on your time sheet that you did not actually work is dishonest. Any employee who records time not actually worked will be subject to disciplinary action up to and including termination of

employment as it is a fraudulent act. Direct supervisors must approve and e-mail any corrections that are needed on time sheets

### **Transportation**

#### **NAEYC Standard 10.D.06**

FSU Child Development Programs does not provide transportation to and from the centers. Staff members may not provide transportation for any enrolled or prospective child/family at any center.

### **University Equipment or Materials**

No university equipment or materials may be removed from the building without the express approval of the center director.

### **University Office Supplies or Materials**

Office supplies or materials are to be used only for professional purposes related to program/center operations and not for personal use.

### **Unsafe/Unhealthy Condition**

#### **NAEYC Standard 6.A.02**

All staff members are responsible for informing their supervisor of any unsafe or unhealthy situation or condition at any FSUCDP program site or event.

### **Work Schedule.**

As your coworkers and the children depend on your presence if you will not be able to work your agreed-upon schedule, you must give your supervisor/director adequate, written notice (defined as two week minimum) in order that plans can be made for substitutes. In the event you are ill, encounter an emergency or other incident that prevents you from fulfilling your scheduled work responsibilities you are required to contact your supervisor/director as soon as possible in order to give adequate time to make arrangements for a substitute. Contacting another employee at the center and leaving a message is not acceptable notice. You are required to contact the director.

## Program Practices and Procedures

### Abuse

#### NAEYC Standard 10.D.03; 10.D.04

Protecting the health and safety of the children in our care is our number one priority. Everyone who cares for children must, by law, report any suspected child abuse. If you suspect such abuse, talk to your director immediately. The director will assist you in taking the necessary steps to report to the appropriate authority. Florida Statute 39.201 states that anyone who knows or has reasonable cause to suspect that a child has been or is being abused, abandoned, or neglected, must report this information to 1-800-962-2873 or online at <http://www.dcf.state.fl.us/abuse/report/>.

If a staff member is accused of abuse or neglect of a child in the program, the FSU General Counsel office will be contacted and requested to provide direction and guidance to protect the rights of all concerned.

### Blood and Body Fluids

#### NAEYC Standard 5.A.09

Use procedures for Universal Precaution at all times. Universal Precaution procedures are explained in the Blood Borne Pathogens/Universal Precautions training session that all staff members receive. Staff MUST always wear gloves when contamination with blood or other hazardous fluids might occur. Do not use hand-washing sinks for bathing children or for removing fecal material. Do not use kitchen sinks for cleaning anything but food or kitchen equipment. Immediately sanitize any surface that may come into contact with bodily fluids. Use barriers and techniques that minimize any contact with mucous membranes or with any openings in the skin. Clean and sanitize according to standard procedures. Dispose of any contaminated materials and diapers in a plastic bag with a secure tie and place in a appropriate closed container. See detailed information regarding cleaning and sanitizing.

### Choking Hazard

#### NAEYC Standard 9.C.06

Staff should also be on the alert for any food or other item that may pose a choking hazard.

### Cleaning and Sanitation

FSU Child Development Program is committed to the highest standards of quality and excellence in early childhood education and care. Integral to this goal is the maintenance of a healthy environment in which both staff and children participate. Each staff member as part of their orientation must complete the FSU Training module Blood Borne Pathogens and Universal Precautions. The following is a review of the major points: 3.A.02

- Use the NAEYC recommended cleaning and sanitation schedule on the next 2 pages. Avoid the use of sprays, air fresheners, chemicals or other deodorizers to control odors. Ventilate, clean and sanitize instead. 5.C.01
- Immediately clean and sanitize any surface that has been contaminated with any body fluids 5.C.02
- Always use gloves when in contact with any potentially infectious body fluids. 5.C.02
- Clean rugs by blotting and spot cleaning with detergent-disinfectant 5.C.02
- Dispose of contaminated materials and diapers in a plastic bag with a secure tie and place in a closed container. 5.C.02

- Wash, by hand, using water and detergent any toy that a child has placed in his or her mouth or is contaminated by body secretion or excretion and then rinse, sanitize and air dry before being used by another child. 5.C.03
- Follow health professionals recommendations for any staff member or child who have allergies. 5.C.04
- Pets or other visiting animals must be fully immunized and suitable for contact with children as documented by a veterinarian, animal shelter or Agency providing the visits such as the Tallahassee Museum of Natural History and Science. 5.C.05
- Teaching staff supervise all interactions between children and animals as well as instruct the children on safe behavior when interacting with the animals. 5.C.05
- Reptiles, including turtles, may not be classroom pets because of the risk of salmonella infection. 5.C.05.
- Before walking on surfaces that infants use **specifically for play**, adults and children remove, replace or cover with clean foot covering they have worn outside. 5.C.06

### Cleaning and Sanitation Chart

*Adapted from NAEYC Standards and Accreditation Criteria Table 1. Cleaning and Sanitation Frequency, p. 51*

Classrooms and Kitchen	Clean	Sanitize	Frequency
Countertops, tables	√	√	Daily and when soiled
Food Preparation and Service surfaces	√	√	Before and after contact with food activity, between preparations of raw and cooked food
Floors	√	√	Daily and when soiled
Door and cabinet handles	√	√	Daily and when soiled
Carpets and large area rugs	√		Daily vacuum when children are not present; Monthly in infant areas And every three months in other areas and when soiled
Small rugs	√		Daily vacuum and launder weekly
Utensils, surfaces and toys that go into the mouth or have been in contact with saliva or	√	√	After each child's use

other body fluids			
Toys	√		Weekly and when soiled
Dress up clothes not worn on the head	√		Weekly
Blankets, pillow cases, sleeping bags and child's other personal items	√		Weekly and when soiled
Cubbies	√		Monthly and when soiled
Hats	√		After each child's use Or disposable
Cribs and mattresses	√		Weekly and before use by a different child
Mops and Cleaning Rags	√	√	Before and after a day of use, wash, rinse and sanitize mops and cleaning rags
<b>Toilet and Diapering Areas</b>	<b>Clean</b>	<b>Sanitize</b>	<b>Frequency</b>
Hand-washing sinks, faucets, surrounding counters	√	√	Daily and when soiled
Soap dispensers	√	√	Daily and when soiled
Toilet seats, toilet handles, cubicle handles and other touchable surface, floors	√	√	Daily and immediately if soiled
Toilet bowls	√	√	Daily
Doorknobs	√	√	Daily
Changing tables	√	√	After each child's use
Potty chairs	√	√	After each child's use
Any surface contaminated with body fluids (i.e. saliva, mucus, vomit, urine, stool or blood)	√	√	Immediately

## Household Bleach and Water

Household bleach with water is recommended as an appropriate Sanitizer by National Health and Safety Performance Standards. It is effective, economical, convenient, and readily available. When purchasing household bleach, make sure that the bleach concentration is for household use, and not for industrial application. The solution of bleach and water is easy to mix, non toxic, safe if handled properly, and kills most infectious agents.

Recipe for [spray application on surfaces](#) that have been detergent-cleaned and rinsed in bathrooms, diapering areas, countertop, tables, toys, door knobs, cabinet handles, phone receivers, hand washing sinks, floors, and surface contaminated by body fluids (minimum contact = 2 minutes)

1/4 cup household bleach + 1 gallon of cool water

Or

[1 tablespoon bleach + 1 quart of cool water](#)

Recipe for weaker bleach solutions for submerging of eating utensils that have been detergent-cleaned and rinsed (minimum contact time = 1 minute):

1 tablespoon bleach + 1 gallon of cool water

A solution of bleach and water loses its strength and is weakened by heat and sunlight. Therefore, mix a fresh bleach solution every day for maximum effectiveness. Any leftover bleach solution should be discarded at the end of the day. Any container with a bleach solution should be properly labeled i.e. "Bleach Solution".

*Adapted from Caring for Our Children, Appendix I, pages 417- 418.*

## Feeding Infants

### NAEYC Standard 5.A.14

Infants who have not learned to sit are to be held for bottle-feeding, Those who are sitting may be held or may sit to be fed. No infant or toddler may be fed in the crib or with a propped bottle nor may they carry bottles, sippy cups or regular cups when crawling or walking.

## Food and Beverage

The food provided in the centers is for the children, not for teaching or other staff members. For educational purposes, directors may permit teachers to model good eating habits by eating one child's portion of food. Teachers are expected to supply their own food. Breaks are the appropriate times for teachers to have their personal meals/snacks. Personal meals/snacks may not be eaten during snack/meal times with the children.

## Food Handling

### NAEYC Standard 5.A.09; 10.D.01

The major criteria for healthy food management is proper hand washing. Center directors or the Training Coordinator will provide the instruction for proper technique. Food should not be placed directly on the table as eating surfaces are more likely to be contaminated. Use disposable plates or washed and sanitized dishes. After a meal/snack, remove the large pieces of soil and clean with a soap-water solution and wipe dry with a disposable paper towel. To sanitize the eating surface, spray the table/tray with bleach-water solution and wait more than 10 seconds before wiping with a disposable towel or allow to air dry. When different children rotate through snack, each place must be cleaned and sanitized between use by different children. Sanitizing solution should **not** be sprayed while the children are seated at the table. Children are not permitted in the kitchen or in the food preparation areas. See Handling and Food Safety for more information.

**Gloves****NAEYC Standard 5.A.09**

Use procedures for Universal Precaution at all times. **Always** wear gloves when contamination with blood might occur. If there is any question about whether to put on and wear gloves, wear gloves.

**Handwashing****NAEYC Standard 5.A.09**

All staff members must wash their hands when entering the center, after diapering or toileting, handling bodily fluids, after playing in water, after playing with pets or other animals, playing outdoors and before eating or preparing food. Make sure the children do the same.

**The correct procedure for hand washing****NAEYC Standard 5.A.09; 10.D.01**

Wash hands with soap and warm, running water for at least 10 seconds; use disposable towel or hand dryer; and avoid recontamination of faucets by turning off faucets with the towel after drying your hands. Handwashing is the single most effective way of preventing the spread of illnesses.

**Heat and Cold****NAEYC Standard 5.A.07**

Use the Child Care Weather Watch Chart to determine if it is safe for outdoor play and to ensure that the children wear the appropriate layers of clothing for the type of weather. In general, under 80 degrees Fahrenheit is safe with any humidity and under 90 degrees with less than 50% humidity is safe. For cold weather, air temperatures above 10 degrees Fahrenheit and calm is safe but winds above ten miles on hour on a cold day of 30 degrees would be too cold.

## Understand the Weather



### Wind-Chill

- 30° is *chilly* and generally uncomfortable
- 15° to 30° is *cold*
- 0° to 15° is *very cold*
- -20° to 0° is *bitter cold* with significant risk of *frostbite*
- -20° to -60° is *extreme cold* and *frostbite* is likely
- -60° is *frigid* and exposed *skin will freeze* in 1 minute



### Heat Index

- 80° or below is considered *comfortable*
- 90° beginning to feel *uncomfortable*
- 100° *uncomfortable* and may be *hazardous*
- 110° considered *dangerous*

All temperatures are in degrees Fahrenheit

# Child Care Weather Watch

Air Temperature		Wind Speed in mph										
		Calm	5	10	15	20	25	30	35	40		
40	40	36	34	32	30	29	28	28	27	27	27	
30	30	25	21	19	17	16	15	14	14	13	13	
20	20	13	9	6	4	3	1	0	0	-1	-1	
10	10	1	-4	-7	-9	-11	-12	-14	-14	-15	-15	
0	0	-11	-16	-19	-22	-24	-26	-27	-29	-29	-29	
-10	-10	-22	-28	-32	-35	-37	-39	-41	-43	-43	-43	

Comfortable for out door play

Caution

Danger

Air Temperature (F)		Relative Humidity (Percent)													
		40	45	50	55	60	65	70	75	80	85	90	95	100	
80	80	80	81	81	82	82	83	84	84	85	86	86	87	87	
84	83	84	85	86	88	89	90	92	94	96	98	100	103	103	
90	91	93	95	97	100	103	105	109	113	117	122	127	132	132	
94	97	100	103	106	110	114	119	124	129	135					
100	109	114	118	124	129	130									
104	119	124	131	137											

## Child Care Weather Watch

Watching the weather is part of a child care provider's job. Planning for playtime, field trips, or weather safety is part of the daily routine. The changes in weather require the child care provider to monitor the health and safety of children. What clothing, beverages, and protections are appropriate? Clothe children to maintain a comfortable body temperature (warmer months - lightweight cotton, colder months - wear layers of clothing). Beverages help the body maintain a comfortable temperature. Water or fruit juices are best. Avoid high-sugar content beverages and soda pop. **Sunscreen** may be used year around. Use a sunscreen labeled as SPF-15 or higher. Read and follow all label instructions for the sunscreen product. Look for sunscreen with UVB and UVA ray protection. **Shaded** play areas protect children from the sun.

**Condition GREEN** - Children may play outdoors and be comfortable. Watch for signs of children becoming uncomfortable while playing. Use precautions regarding clothing, sunscreen, and beverages for all child age groups.

**INFANTS AND TODDLERS** are unable to tell the child care provider if they are too hot or cold. Children become fussy when uncomfortable. Infants/toddlers will tolerate shorter periods of outdoor play. Dress infants/toddlers in lightweight cotton or cotton-like fabrics during the warmer months. In cooler or cold months dress infants in layers to keep them warm. Protect infants from the sun by limiting the amount of time outdoors and playing in shaded areas. Give beverages when playing outdoors.

**YOUNG CHILDREN** remind children to stop playing, drink a beverage, and apply more sunscreen. **OLDER CHILDREN** need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens). They may resist applying sunscreen and drinking beverages while outdoors.

**Condition YELLOW** - use caution and closely observe the children for signs of being too hot or cold while outdoors. Clothing, sunscreen, and beverages are important. Shorten the length of outdoor time.

**INFANTS AND TODDLERS** use precautions outlined in Condition Green. Clothing, sunscreen, and beverages are important. Shorten the length of time for outdoor play.

**YOUNG CHILDREN** may insist they are not too hot or cold because they are enjoying playtime.

Child care providers need to structure the length of time for outdoor play for the young child. **OLDER CHILDREN** need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens), applying sunscreen and drinking liquids while playing outdoors.

**Condition RED** - most children should not play outdoors due to the health risk.

**INFANTS/TODDLERS** should play indoors and have ample space for large motor play.

**YOUNG CHILDREN** may ask to play outside and do not understand the potential danger of weather conditions.

**OLDER CHILDREN** may play outdoors for very short periods of time if they are properly dressed, have plenty of fluids. Child care providers must be vigilant about maximum protection of children.

## Understand the Weather

The weather forecast may be confusing unless you know the meaning of the words.

**Blizzard Warning:** There will be snow and strong winds that produce a blinding snow, deep drifts, and life threatening wind chills. Seek shelter immediately.

**Heat Index Warning:** How hot it feels to the body when the air temperature (in Fahrenheit) and relative humidity are combined.

**Relative Humidity:** The percent of moisture in the air.

**Temperature:** The temperature of the air in degrees Fahrenheit.

**Wind:** The speed of the wind in miles per hour.

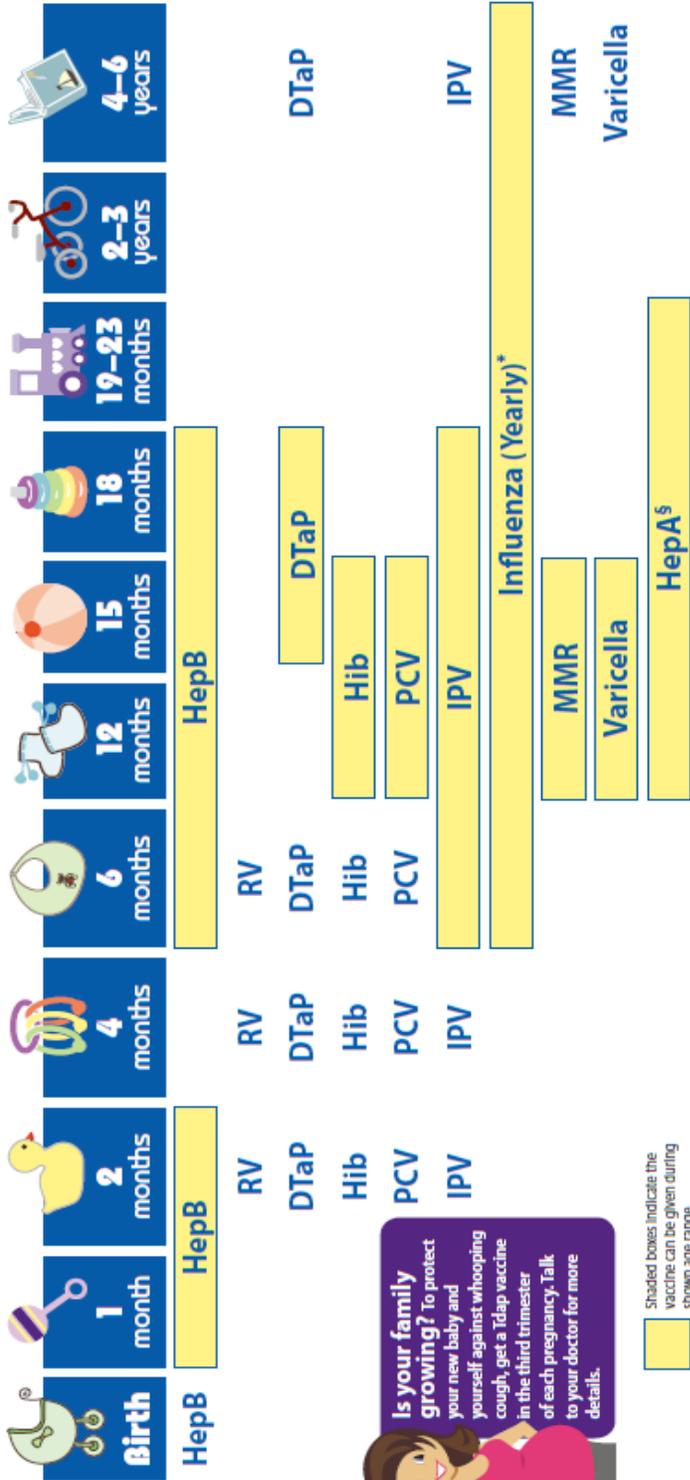
**Wind Chill Warning:** There will be sub-zero temperatures with moderate to strong winds expected which may cause hypothermia and great danger to people, pets and livestock.

**Winter Weather Advisory:** Weather conditions may cause significant inconveniences and may be hazardous. If caution is exercised, these situations should not become life threatening.

**Winter Storm Warning:** Severe winter conditions have begun in your area.

**Winter Storm Watch:** Severe winter conditions, like heavy snow and ice are possible within the next day or two.

# 2014 Recommended Immunizations for Children from Birth Through 6 Years Old



**NOTE:** If your child misses a shot, you don't need to start over, just go back to your child's doctor for the next shot. Talk with your child's doctor if you have questions about vaccines.

**FOOTNOTES:**

- \* Two doses given at least four weeks apart are recommended for children aged 6 months through 8 years of age who are getting a flu vaccine for the first time and for some other children in this age group.
- † Two doses of HepA vaccine are needed for lasting protection. The first dose of HepA vaccine should be given between 12 months and 23 months of age. The second dose should be given 6 to 18 months later. HepA vaccination may be given to any child 12 months and older to protect against HepA. Children and adolescents who did not receive the HepA vaccine and are at high-risk, should be vaccinated against HepA. If your child has any medical conditions that put him at risk for infection or is travelling outside the United States, talk to your child's doctor about additional vaccines that he may need.

For more information, call toll free  
**1-800-CDC-INFO** (1-800-232-4636)  
 or visit  
<http://www.cdc.gov/vaccines>

U.S. Department of Health and Human Services  
 Centers for Disease Control and Prevention

AMERICAN ACADEMY OF FAMILY PHYSICIANS  
 STRONG MEDICINE FOR AMERICA

American Academy of Pediatrics  
 DEDICATED TO THE HEALTH OF ALL CHILDREN™

## **Injuries**

Report all accidents to the Lead teacher or Director right away. In case of emergency, be prepared to call 911 while another teacher/director deals with the emergency situation. All emergency procedures are posted by all phones in each center.

If you, as a staff member, are injured while on duty, report it immediately to your director. Depending on the type/kind/extent of the injury you may be required to be assessed/treated by a physician, designated by the FSU Department of Environmental Health and Safety.

## **Insect Repellent**

### **NAEYC Standard 5.A.07**

In general, FSU Child Development Programs does not use insect repellent. Should the Leon County Public Health Department recommend the use of insect repellent because of the high risk of insect borne disease, we will use only repellents that contain DEET and will only apply it to children older than two months. When recommended by the local health department, staff may apply insect repellent no more than once a day and **only** if the parent has on file written permission.

## **Lost or Missing Children**

### **NAEYC Standard 10.D.08(1)**

If the FSU Child Development Programs policies and procedures are being observed and followed, the likelihood of a child being lost is very small. With careful planning, close supervision and a cooperative working relationship among staff, children should not be out of sight of an adult.

If a staff member realizes that a child is no longer in sight or with the group, the staff member should:

1. Look carefully all around for the child without leaving their group of children.
2. If the child is not located, then the staff member should ask another staff member to supervise their group and contact the center director immediately.
3. The center director should then do a careful search for the child.
4. If unsuccessful, the director shall notify the FSU police for their assistance.
5. The director will give the FSU police the following information:
  - Director's name, location and center name
  - Who is missing (name, age, race, height, hair color and length, eye color, distinguishing features i.e. scars, birthmarks etc...)
  - What clothes the child was wearing.
  - When the child was last seen.
  - Where the child was last seen.
  - The name of the child's parent and contact information
6. The director will contact the child's parents
7. The director will prepare an incident report.

## **Medication Administration**

### **NAEYC Standard 5.A.11; 10.B.08; 10.D.10.**

Children may **ONLY** receive medication administration from staff members who have received training in administering medicine, whose parent has given **written** permission AND a physician's prescription or instructions have been provided. Medications must have the child's first and last name, name of physician, expiration date, manufacturer's instructions or original prescription label that gives the name and strength of

the medication as well as directions on administration and storing.

### **Medication Storage**

**NAEYC Standard 5.A.11; 10.B.08.**

All medication **MUST** be stored in the locked medicine cabinet/box in the center.

### **Parents**

**NAEYC Standard 7.A.11**

Parents of participating children are to be welcomed into any area of the centers at any time during operating hours.

### **Parent conferences**

**NAEYC Standard 7.A.08; 7.B.01**

A minimum of 2 parent and teacher conferences per year is a requirement of NAEYC . These meetings are scheduled by the lead teacher and/or Director of the center.

### **Pest Management**

**NAEYC Standard 9.D.08**

As Florida is a subtropical climate, there are a wide variety of pests native to the state. FSU Child Development Programs are committed to the principles of Integrated Pest Management Principles (IPM) which include (1) Setting Action Thresholds (2) Monitoring and Identifying Pests (3) Prevention and (4) Control.

If you become aware of a pest problem (i.e. roaches, ants, wasps, bees etc), determine the extent of the infestation. Observation of one or two single pests or several dead pests is not an infestation. If there is an infestation, identify the pest (i.e. wasps, roaches, mosquitoes etc.) and the location and report it to your lead teacher or director. Staff should be aware of any allergies to insect bites/stings. The director will then determine if a work order needs to be submitted to the maintenance department. If it is deemed that a work order is needed, the least toxic pest control will be requested. Pesticides are to be applied only when the children are absent, typically, after hours, over the weekend or semester breaks. Staff should apply any efforts necessary to prevent infestations such as emptying any open containers on the playground that collect water to prevent mosquitoes from breeding or cleaning tables, floors and chairs after snacks or meals to prevent roach/ant infestation etc.

### **Pets**

Staff members may not bring their personal pets to the centers unless the director approves of the visit for educational purposes. Staff members must wash their hands after handling pets, cleaning their cages etc.

### **Physical Environment**

**NAEYC Standard 9.C.06: 9.D.09**

Everyone who cares for children must be prepared to maintain their environment such that it is clean, attractive and safe. This means staff are expected to keep the floors clean, the table tops clean and sanitized, the bathrooms cleaned, etc.

Custodians clean the centers in the evenings but maintaining the environment throughout the day is everyone's responsibility as this is the practice of providing high quality caring for young children. The tables are to be cleaned, first with a soapy water mixture, followed by the bleach mixture before and after food is served. All cleaning supplies or any substance that can be toxic to children must be **OUT OF THE REACH OF CHILDREN AT ALL TIMES** and in a locked cabinet or closet. This includes medications. Remove and clean

all spilled food, liquid or other materials off the floor immediately to prevent accidents and injuries

### **Program Evaluation, Accountability, Strategic Plan for Continuous Improvement**

**NAEYC Standard 10.F.01;10.F.02;10F.03.;10.F.04;10.5.05**

#### **Introduction:**

One key to the maintenance of a high quality program is ensuring that there is system in place to continuously monitor program effectiveness. FSU Child Development Programs has such a system. Data is collected from each group that has an investment in the whole -- children, student parents, staff, board, faculty and participating FSU students--to determine whether or not we are fulfilling our mission, accomplishing our goals and objectives and, most importantly, assessing whether the children who participate in our centers are indeed receiving the highest quality care and learning environment that prepares them for success in life. 10.F.01

Several methods of data collection provides feedback/evidence. These methods include cross-sectional, longitudinal surveys, one on one interviews and parent meetings. Additional levels of accountability are provided by the oversight of the FSU Advisory Board, FSU University Housing and compliance with University Accountability Policies and Procedures.

#### **Cross-sectional Surveys:**

Annually, in the Spring Semester, each participating family is sent via e-mail a 21- item Parent Satisfaction Survey. Twelve questions use a 5-item Likert scale, 1 question uses a yes/no format, 4 questions use a multiple choice format and 5 questions use an open-ended format which includes a comments section. 10.F.02

Annually, in the Spring Semester, each staff member is sent via e-mail a 45-item Professional Satisfaction Survey. The survey includes 2 questions identifying center of employment and length of employment, 39 items use a 5-item Likert Scale, and 4 questions use an open-ended format. 10.F.02

Annually, each faculty member who sends students to our centers is sent via e-mail a Faculty Survey assessing the quality of the laboratory experiences of their students. The 10-item survey includes 8 multiple choice items and 3 open-ended questions including a comments section. 10.F.02

#### **Longitudinal Survey:**

Throughout the year, exit surveys are sent via e-mail to each participating family upon receiving their withdrawal notice. It is a ten-item survey with 2 multiple choice questions, 4 questions using a Likert scale and 4 open-ended questions. 10.F.02

#### **Interviews:**

When initiating requests for laboratory experiences for their students, a meeting is scheduled with each faculty member to discuss the new request and to evaluate (if applicable) the previous experience of their students. The essential question discussed is whether or not our programs provided the experiences that the faculty member intended for the students and in what ways the experiences may be improved or modified.

For theses and dissertation research projects, final results are discussed and reviewed. 10.F.02

#### **Content:**

The emphasis of the data collection efforts focus on goal achievement with regard to children's learning and progress according to program goals and objectives, quality of care and education, quality of teachers, quality of communication with family, overall policies and procedures, benefits to parents, community awareness and

community satisfaction. The surveys are designed, collected, implemented and archived through an internet provider which the program has used since 2006. 10.F.05

#### Results Shared:

The results of the surveys are downloaded into FSU Child Development Programs survey data base. The results are shared with parents, board, community in the monthly newsletter , the “Little Noles” which is posted on FSU Child Development Programs website as well as in letters to staff from the Associate Director. 10.F.02

#### Accountability:

This data along with e-mail comments/concerns and one-on-one conversations from parents, board members, community member, one-on-one conversations, is used in Director’s annual performance accountability reviews, to plan the Directors next year’s work and professional development; in FSUCDP Directors staff meetings to plan for the next year’s work and for continuing education and professional development; in preparing the Strategic Plan for the FSU Child Development Programs Advisory Board which includes parent representatives; for annual reports; and other University required accountability measures such as the preparation of annual report to the Vice President for Student Affairs. 10.F.03; 10.F.04, 10.F.05

#### **Rilya Wilson Act**

Rilya (an acronym for Remember I Love You Always) was the daughter of a homeless crack addict. She was removed from her mother at age 2 months and placed in foster care. In 2002 it was learned that she had been missing for 15 months before the Department of Children and Families knew it. Rilya was either suffocated or beaten to death in December of 2000. The woman who was supposed to be taking care of her was charged with her murder. The Rilya Wilson Act was a law that was put into place in the State of Florida that would prevent any future incidents like Rilya’s by requiring (among other things) child care centers who cared for children ages 3 to school age **and** who have placed under protective custody be required to report any unexcused absences by the end of the business day following the unexcused absence or on the seventh consecutive excused absences.

#### **Sleeping infants**

**NAEYC Standard 5.A.12; 5.A.12a; 5.A.12b; 5.A.12.c.**

To reduce the risk of Sudden Infant Death (SIDS), infants must be place on their back to sleep. Other soft items such as pillows, quilts, soft toys are NOT allowed in the crib.

Infant’s head stays uncovered during sleep. When a blanket is used with infants,the infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress and up only as far as the infant’s chest. After being placed down to sleep on their backs, infants may then be permitted to sleep in any comfortable position to which they can easily then to from their backs

Infants that arrive to the center asleep or that fall asleep while in the center in equipment not designed for sleeping (swings, strollers, high chairs, etc.) will be removed and placed in a crib.

#### **Teeth and Gums**

**NAEYC Standard 5.A.13; 5.A.16**

After each feeding infant’s teeth and gums are wiped with a disposable tissue. Children older than one year are provided, at least once a day, an opportunity to brush teeth and gums to remove food and plaque. Toothpaste is not required.

## **Universal Precaution**

### **NAEYC Standard 5.A.09**

Use the standard procedure for universal precautions at all times. **Wear gloves** when contamination with blood is likely to occur. Do not use hand-washing sinks for bathing children or removing fecal material. Do not use the kitchen sinks for cleaning anything other than food or kitchen equipment. Immediately sanitize any surfaces that come in contact with body fluids, use barriers and techniques that minimize contact of any mucous membranes or of opening in the skin. Always clean and sanitize according to established procedures. Dispose of any contaminated materials and diapers in a plastic bag with a secure tie and place in the appropriate closed container.

## **USDA.**

### **NAEYC Standard 5.B.01; 5.B.02; 5.B.03**

FSU Child development Programs participate in the United States Department of Agriculture Food Program. As such it must comply with all regulations that pertain to Food Handling and Food Safety.

## **Overview**

This section was designed to help staff members to understand best practices and requirements in food safety and food handling in early education and care programs. It includes the ways we prepare food, store food, and serve food which will reduce chances of illness and food poisoning. This section provides a short summary of the major requirements. The two-hour training modules required of all staff provides information in more detail.

## **Purpose/Rationale:**

Food service and safety are very important pieces of programs for young children. Providing a high quality environment and excellent service means we keep the health and safety at the forefront of what we do. This includes serving food and preparing food in a sanitary manner. The health and safety of the children we serve is of utmost priority. One of the ways that teachers and caregivers facilitate the optimal health of young children is by ensuring that when food is prepared and served, it is done so in a way that ensures the health of the children and prevents the spread of illness. Following best practices in food safety increase the likelihood of optimal development.

## **USDA**

FSU Child Development Programs participate in the United States Department of Agriculture Food Program (USDA) which is locally administered by the Florida Department of Health. Since it participates in the program it must comply with all the policies, procedures and requirements for food safety and handling.

The following are major requirements not only for USDA but NAEYC 5.B.01

1. Food and beverages brought from the child's home must: 5.B.02
  - a. Meet USDA food programs food guideline
  - b. Must be labeled with the child's name and date
  - c. Stay cold (for foods requiring refrigeration) until served
  - d. Supplement food brought from home if necessary to meet USDA requirement
  - e. Food to be shared with other children must be either whole fruits or in commercially prepared pre-packaged food in factory-sealed containers.
2. Staff must discard any foods that have an expired date. 5.B.03
  - a. The food may not be taken or sent home nor given to any charitable organization (USDA)
3. For all infants as well as for children with disabilities who have special feeding needs, staff keep a daily log documenting the type and quantity of food a child consumes and provides that information to the parents. 5.B.04

4. For children with special health care needs, food allergies or other special nutritional needs, the child's health care provider must provide the center with an individualized care plan that is prepared in consultation with the parents and any other specialists involved in the child's health care. 5.B.0
5. For children with food allergies, posting the information about the allergy in public areas must have the written consent of the parents. 5.B.05
6. Clean and sanitary water must be available to children throughout the the day but infants who are fed only human milk do not need to be offered water. 5.B.06
7. Any foods or liquids hotter than 110 degrees must be kept out of children's reach. 5.B.07
8. Food provided by the center to infants in consultation with the child's health care provider must be based on the infant's individual nutritional needs and developmental stage. 5.B.08
9. For mothers who are breastfeeding, a private space is provided in the Center. 5..B.09
10. For mothers who bring expressed milk, the milk must be in a ready-to-feed sanitary container labeled with the infant's name and date. It should be stored in the refrigerator and used within 48 hours or 24 hours if previously frozen. 5.B.09
11. Expressed milk is gently mixed (not shaken) before feeding. 5.B.09
12. Only formula and infant food prepared in factory-sealed containers are served to infants 5.B.10
13. Bottle feedings must not contain any solid foods.5.B.11
14. Any formula or human milk not consumed or refrigerated within one hour must be discarded. 5.B.10
15. If formula or human milk is warmed, it is warmed in water no hotter Than 120 degrees Fahrenheit for a maximum of 5 minutes. 5.B.10
16. Solid foods and fruit juices are not offered to children under six month of age. 5.B.11
17. Staff feed infants when they are hungry. 5.B.12
18. Cow's milk may not be feed to children under 12 months of age. 5.B.13
19. Only whole milk is served to children ages 12 months to 24 months. 5.B.13
20. Children may not be fed the following: 5.B.14
  - a. Hot dogs, nuts and seeds, meat or cheese larger than one-half inch (1/4 for infants over 6 months), grapes, raisins, hard, gooey or sticky candy, popcorn, peanut butter, raw vegetables, chewing gum, raw peas, pretzels.
21. Meals and snacks are served at least 2 hours apart but not more than 3 hours apart 5.B.16

## **Ventilation**

### **NAEYC Standard 5.C.01**

To control odors, only cleaning, sanitation and ventilation should be used. The use of sprays, air fresheners, chemicals or deodorizers in all areas including closets should be avoided.

## **Water Play**

### **NAEYC Standard 5.A.10**

During water play, children may not drink the water and children with sores on their hand may not participate in water play. Only fresh potable water is used and is changed after each group. The water is drained after each activity group is finished.

## Working with Children

No handbook can cover every aspect of teaching and caring for young children but the intention is to provide you with enough of “how to” such that we can feel confident that if you follow the procedures as described, the results will be practices of high quality, ethically as well as practically.

## Characteristics of High Performing Teachers

*Adapted from NAEYC Accreditation Criteria for Teaching Standard 3.A. 2005*

- Work as a **team** with other teachers and director to implement daily teaching and learning activities. *NAEYC Standard 3.A.01*
- Design learning environments that puts first **priority on the children’s health and safety**. *NAEYC Standard 3.A.02*
- Support and encourage children’s needs for physical movement, sensory stimulation, fresh air, rest and physical and psychological nourishment. *NAEYC Standard 3.A.03*
- **Organize space and select materials** in all content and developmental areas to stimulate exploration, experimentation, discovery and conceptual learning. *NAEYC Standard 3.A.04*
- **Prevent challenging behaviors** through classroom arrangement, schedules that meet the needs and abilities of the children in their care, through effective transitions and engaging activities. *NAEYC Standard 3.A.05*
- Help children reflect on and expand their learning through **classroom displays** that highlight recent **work of the children** such as emergent writing, three dimensional creations, most of which are posted at the children’s eye level. *NAEYC Standard 3.A.06*
- Work together with the children to arrange classroom materials so that the children know where they are and where to put them back. *NAEYC Standard 3.A.07*
- Demonstrate on a daily basis their knowledge of the children they teach and their families as well as the social, linguistic and cultural context in which the children live. *NAEYC Standard 3.B.01*
- Create and maintain a learning environment in which all children can progress toward increasing levels of **autonomy, responsibility and empathy**. *NAEYC Standard 3.B.02*
- Develop individual relationships with children through **responsiveness, consistency, comfort**, support and with sensitivity each child’s culture. *NAEYC Standard 3.B.03*
- Identify and **counter any teaching practices**, curriculum or materials **that demean others** with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background or culture. *NAEYC Standard 3.B.04*
- Help children learn **socially appropriate behavior** by providing guidance appropriate to the child’s stage of development. *NAEYC Standard 3.B.05*
- Manage behavior and implement classroom expectations in a **consistent and predictable** manner. *NAEYC Standard 3.B.06*
- Responds to challenging, unpredictable or unusual behavior in a manner that reflects knowledge of and understanding of the child’s home and family life. *NAEYC Standard 3.B.07*
- **Observe patterns in children’s challenging behavior** that undergirds responses that are thoughtful, consistent and individualized. *NAEYC Standard 3.B.08*
- Listen to and respond to verbal and nonverbal cues of infants *NAEYC Standard 3.B.09*
- Individualize routine care (i.e. toileting etc.) by incorporating as much as possible family practices, home culture and family’s preferred language. *NAEYC Standard 3.B.10*
- Create mutual respect with children through demonstrating interest in their ideas, experiences and products. *NAEYC Standard 3.B.11*
- Address challenging behavior through assessing the function of the child’s behavior, gathering families

and professionals to develop an individualized plan. *NAEYC Standard 3.B.12*

- Provide children opportunities to affect what happens in the classroom through participation in decision making about issues concerning classroom behavior, plans and activities. *NAEYC Standard 3.B.13*
- Provide **supervision** as detailed in Supervision policy *NAEYC Standard 3.C*
- Provide time daily for **indoor and outdoor activities** except when conditions pose a health risk as recommended by appropriate health authority. *NAEYC Standard 3.D.01*
- **Use routine care** (i.e. diapering, meals) to facilitate children’s self-awareness, language and social interaction. *NAEYC Standard 3.D.02*
- Provide time and materials on a daily basis for **children to select their own activities**. *NAEYC Standard 3.D.03*
- Offer children opportunities to interact with children of various ages. *NAEYC Standard 3.D.04*
- Plan for children to **revisit experiences** and materials over periods of days, weeks and months. *NAEYC Standard 3.D.05*
- Offer all children including infants, on a daily basis, **opportunities to play individually, in pairs and in small groups**. *NAEYC Standard 3.D.06; 3.10*
- **Sit with and eat with children at snack and meal times** and engage them in conversation *NAEYC Standard 3.D.07; 3.D.12*
- Serve meals family style. *NAEYC Standard 3.D.07*
- Coach and guide children as they learn to participate in **daily cleanup and maintenance** of the classroom. *NAEYC Standard 3.D.08*
- Help children follow a **predictable but flexible** daily routine by providing time and support for transitions. *NAEYC Standard 3.D.09*
- Create opportunities to engage in **group projects** to learn from one another. *NAEYC Standard 3.D.11*
- **Reorganize** the learning environment when necessary in order to help children explore new concepts and topics, sustain their activities and extend their learning. *NAEYC Standard 3.E.01*
- **Scaffold** children’s learning by modifying the schedule, intentionally arranging equipment and materials and by making themselves available to the children. *NAEYC Standard 3.E.02*
- Use children’s interest in and **curiosity** about the world to engage them with new content and developmental Skills. *NAEYC Standard 3.E.03*
- Use their knowledge of individual children to **modify strategies** and materials to enhance children’s learning. *NAEYC Standard 3.E.04*
- Use the needs and interests of infants to influence schedules, routines and learning experiences. *NAEYC Standard 3.E.05*
- Encourage and support infants in prolonging activity when they show interest of pleasure in an activity. *NAEYC Standard 3.E.06*
- Actively seek to understand infants’ needs and desires by recognizing and responding to their nonverbal cues and by using simple language. *NAEYC Standard 3.E.07*
- Use their knowledge of children’s social relationships, interests, ideas and skills to tailor learning opportunities for groups and individuals. *NAEYC Standard 3.E.08*
- Actively seek out children’s ideas and discern how they understand things by observing, talking with and listening to them. *NAEYC Standard 3.E.09*
- **Use our curriculum** (Creative Curriculum and the Kindness Curriculum) in all content and developmental areas as a flexible framework for teaching and to support the development of daily plans and learning experiences. *NAEYC Standard 3.F.01*
- Plan **play** for each day. *NAEYC Standard 3.F.02*
- **Work together with families** to help children participate successfully in the centers when professional values and practices differ from family values and practices. *NAEYC Standard 3.F.03*

- Help children **understand spoken language** by using pictures, familiar objects, body language and physical cues. *NAEYC Standard 3.F.04*
- Support the development and maintenance of the **children’s home language** when possible. *NAEYC Standard 3.F.05*
- Offer children opportunities to engage in classroom experiences with members of their families. *NAEYC Standard 3.F.06*
- Use varied vocabulary and engage in sustained conversations with children about their experiences. *NAEYC Standard 3.F.07*
- Use a variety of teaching strategies that includes a broad range of approaches and responses. *NAEYC Standard 3.G.01*
- Use multiple sources to identify what children have learned, adapt curriculum and teaching to meet children’s needs and interests, foster children’s curiosity, extend children’s engagement and support self-initiated learning. *NAEYC Standard 3.G.02*
- Adjust and fine-tune challenges as children gain competence and understanding. *NAEYC Standard 3.G.03*
- Help children enter into and sustain play. *NAEYC Standard 3.G.04*
- Support and challenge children’s learning during interactions or activities that are either teacher-initiated or child initiated. *NAEYC Standard 3.G.05*
- Observe infants and exchange information about their abilities with their families and use the information to plan opportunities and materials that challenge infant to develop in all areas. *NAEYC Standard 3.G.06*
- Use knowledge of content to pose problems and ask questions that stimulate children’s thinking. *NAEYC Standard 3.G.07*
- Help children identify and use prior knowledge and provide experiences that extend and challenge children’s current understanding. *NAEYC Standard 3.G.08*
- Engage in **collaborative inquiry** with individual children and small groups of children. *NAEYC Standard 3.G.09*
- Join children in learning centers, position themselves at eye level, to extend learning, to observe and to engage in conversation. *NAEYC Standard 3.G.10*
- Break tasks into **smaller and meaningful parts** in order to help children achieve success. *NAEYC Standard 3.G.11*
- Support, encourage, respond, enhance and expand children’s interest in emerging skills and need for repetitive activity. *NAEYC Standard 3.G.12*
- Promote children’s engagement and learning by guiding them in learning specific skills and by directly teaching those skills. *NAEYC Standard 3.G.13*
- Demonstrate knowledge of content and developmental areas by creating experiences that engage children in purposeful and meaningful learning related to key curriculum concepts. *NAEYC Standard 3.G. 14*

### **A Brief Orientation to Working With Young Children.**

Teaching young children requires a strong personal commitment to reach for the highest level of performance required for University early learning centers of excellence. If you plan to work as a professional in the field of early learning or are already a professional, the training that you receive in our programs will provide a very good starting point for you or “steam” to keep you going. If your area of interest lies in another field, the formal and informal training as well as the experience you receive in our centers will be invaluable to you if you become a parent yourself. It is all win, win if you are committed.

### **What to Expect from Infants and Toddlers**

(Children ages 6 weeks to two and one-half years of age)

Infants and toddlers explore their world through their senses and movement. They often put things in their mouth and “mess” with things to understand them. They often cry to communicate and have “fits” when frustrated (biting is also a common occurrence). Infants and toddlers can only see from their point of view. They often view others as an extension of themselves, and therefore feel that others only are around for their purpose. Infants and toddlers are messy and tend to be uncoordinated in their movements. They must have their needs met immediately, as waiting is not one of their strengths and having their needs met helps them develop trust. Infants and toddlers need consistent, positive caregivers to help them understand the world.

### **What to Expect of Preschoolers** (Children ages 2 and one half to 5 years of age )

The preschool child is an active learner. They understand their world through trying new things. They are constantly classifying and categorizing. They need an orderly environment that encourages play. Preschoolers often argue over things and want everyone to like them. They still have trouble seeing other points of view. They can only understand what they can see, touch, and experience. They do not learn through worksheets or flash cards. Play is the best way for them to learn. They like for all of their senses to be used in an experience. They need to be able to connect what they are learning to what they already know. Sometimes their emotions are too much for them to handle and may need gentle assistance in gaining composure. They need positive adult interaction to help them learn through play and solve problems.

### **Some Developmental Milestones of Children Three Months to Five Years**

(There can be a wide variation in individual differences between children who are developing along the normal pattern, some children reaching milestones earlier and some later. Most children will meet them at about the same time.) adapted from giftedkids.com, 2009

#### Three Months

- Lifts and turns head from side to side when lying on stomach
- Grasp rattle when placed in hand
- Smiles when smiled at
- Follows moving object or person with eyes
- Turns head toward bright colors and lights and toward the sound of a human voice
- Makes cooing and gurgling sounds
- Reacts to peek-a-boo games

#### Six Months

- Holds head steady when sitting (with some help)
- Helps hold bottle during feeding
- Explores by mouthing and banging objects
- Pulls up to sitting position if hands are grasped
- Opens mouth for spoon
- Babbles and makes sing-song sounds
- Knows familiar Faces

#### Twelve Months

- Drinks from cup with help
- Grasps small objects with thumb and forefinger
- Puts small blocks in and out of a container

- Sits unsupported
- Crawls on hands and knees
- Pulls self up to stand
- Takes steps while holding on to furniture
- Stands alone momentarily
- Walks with one hand held
- Moves body to music
- Begins to use objects, like a comb, correctly
- Babble, but with inflection, which sounds like talking
- Says first word
- Responds to another distress by showing distress/crying
- Understands simple commands

### Eighteen Months

- Turns pages in a book
- Stacks two blocks
- Walks without help
- Scribbles with crayons
- Identifies object in a picture book
- Begins to sort by shapes and colors
- Follows simple, one-step directions
- Says 8-10 words others can understand
- Repeats words heard in conversation
- Looks at person speaking to him or her
- Uses “Hi”, Bye and “please” when reminded
- Asks for something by pointing or using one word
- Acts out familiar activity in play (i.e. pretending to eat)
- Recognizes self in mirror or pictures

### Two Years

- Drinks from a straw
- Feeds self with spoon
- Builds tower with 3-4 blocks
- Opens cabinets, drawers, boxes
- Walks upstairs with help
- Likes to take things apart
- Explores Surroundings
- Begins to make believe play
- Can will follow directions
- Enjoys looking at the same books over and over
- Has vocabulary of several hundred words
- Uses 2-3 word sentences
- Comforts a distressed friend of parent
- Refers to self by name and uses “me” and “mine”
- Points to eyes, ears, or nose when asked

### Three years

- Builds tower of 4-5 blocks
- Walks up steps, alternating feet
- Turns pages in a book one at a time
- Pays attention for about three minutes
- Remembers what happened yesterday
- Knows some numbers, but not always in the right order
- Looks through a book alone
- Likes to be read to
- Counts 2-3 objects
- Follows simple one-step commands
- Uses 3-5 word sentences
- Asks short questions
- Names at least one color correctly
- Knows first and last name
- Recognizes and understands most common objects and pictures

### Four Years

- Starts copying letters
- Tries to write name
- Builds tower of 7-9 blocks
- Puts together simple 4-12 piece puzzle
- Walks downstairs using handrail and alternating feet
- Knows some basic colors
- Sorts by shape and color
- Counts up to 5 objects
- Follows three instruction given all at once
- Has large vocabulary
- Wants to know “why” and “how”
- Knows own age and name of hometown
- Asks direct questions
- Speaks well enough for strangers to understand
- Uses sentences of 5 or more words

### Five Years

- Uses knife and fork well
- Walks downstairs without a handrail, alternating feet
- Balances on one foot for five seconds
- Prints some letters
- Copies shapes and patterns
- Knows most basic colors
- Wants to know what words mean
- Recites own address and phone numbers
- Copies own name

- Identifies some letter of the alphabet
- Counts up to 10 objects
- Interested in cause and effect
- Uses 7 words in a sentence
- Uses “and”, “but”, and “then” to make longer sentences
- Invents make believe games with simple rules

### **Curriculum**

*NAEYC Standard 2.A.01; 2.A.02; 2.A.03*

To achieve the highest quality early care and education, we follow the research-based best practices that inform NAEYC standards for accreditation. In a word, we teach according to what is developmentally appropriate. For young children this means, as the research tells us, through play. Young children learn best by “doing”.

Teachers plan the day, week, or month’s theme with specific learning goals in mind. *Creative Curriculum* is the base curriculum structure that we use supplemented by several other curriculums. Flexibility is encouraged in order to capitalize on serendipitous events that provide opportunities to maximize each child’s learning. Children are taught by providing a wide variety of “hands on” experiences that encourage them to be active learners, to lead, to follow, to solve their conflicts, to listen, to appreciate differences, to count, to reason, to create, and to use their muscles. Teachers teach by close observation and attunement to each child’s unique talents and abilities such that the planning for optimal learning opportunities is maximized for each child. Emphasis is placed on the process (the doing) rather than the product. The purpose is to, as much as possible, help each child reach their highest potential and foster a genuine life-long love of learning.

Teachers create a learning environment that is safe, predictable, supportive where the limits and expectations are clear and consistent. Understanding that children learn from the adults in their environment, teachers model the behavior they teach, that is, respond respectfully and kindly through words. Teachers express feeling and needs through words. Teachers model cooperation and compassion.

Each day is planned for opportunities for active involvement as well as quiet reflection. Children are encouraged to make choices throughout the day’s activities. Among the many choices are science exploration, math games, manipulatives (i.e. blocks, legos, puzzles), art, language –expressive and receptive—, cooking, and reading. When the children gather together as a group, teachers provide opportunities for singing, dance, discussions of the weather, discussions of letters in the alphabet etc. Teachers encourage active engagement in the outdoor classroom with sand, with tricycles, or on the slide etc.

*NAEYC Standard 2.A.07*

High quality standards require that three week’s lesson plans are place and ready for review for any unannounced visits.

### **Challenging Behavior**

FSU Child Development Programs adhere to the philosophy of Conscious Discipline as described by Dr. Becky Bailey. It is a comprehensive classroom management program with a social-emotional curriculum that focuses on how adults can learn to enhance their own relationship skills which, in turn, helps with ordinary classroom behaviors as well as the challenging ones. The Safe Place is integral to this philosophy. See Disciplinary Policy for children. 1.E.01; 1.E.02; 3.A.05

Several aspects of FSU Child Development Programs serve to support positive behavior management including the structure and arrangements of centers, daily schedules, routines and other planned learning activities. All staff members are expected to support, guide, and nurture children at all times as they learn to use language to

communicate their needs, gain control of their bodies, persisting when frustrated, play cooperatively with peers and learn to take turns. Those teachers who are experienced perceive the possibility of potential problems before they happen and often redirect the child before their behavior becomes unacceptable. All staff are expected to: 1.E.03

- Provide limits in a calm, respectful and consistent manner which permits the child to grow in self-control and self-esteem.
- Assist children in learning to identify both positive and negative emotions as well as how to express those emotions in an appropriate way
- Respond to a child's challenging behavior, which includes physical aggression, in a manner that preserves the safety of the child and other children in the classroom
- Assist children in developing skills in conflict resolution such that they can solve disagreements in an appropriate manner.
- Assist children with making choices
- Assist children in learning how to describe problems, assess their own actions, verbalize alternative actions and consider the perspective of others. Children are guided and supported as they learn to accept the natural consequences of their actions. 1.E.04

#### Procedure for Addressing Challenging Behavior

1. As outlined in the Parent Handbook the first step includes prevention, close observation, assistance with more extensive use of language, and lastly, intervention by the teacher. The Safe Place is always available for children to choose to gain control. The Safe Place is completely voluntary and is not to be used as a "time out" space. At the same time staff shall observe all children and document any atypical behavior to detect any patterns in the sequence of events, activities and interactions or other contextual factors.
2. If the problem behavior continues without a resolution with the use of appropriate behavior management, the teachers meet with their director to discuss the behavior and seek additional guidance. If appropriate, two staff members will independently complete the TABS assessment (Temperament and Atypical Behavior Scale) of the child. The director will observe the child to verify the two results.
3. If the problem behavior persists, the staff will request a meeting with the parents. If appropriate, the parents will be asked to complete the TABS before the meeting takes place in order to compare results of the home and school. At this meeting the staff and Parents will collaboratively develop a plan to resolve the problem behavior. Teachers will provide information to the parents in writing with copies to be included in the child's file.
4. If further assistance is needed, with parental permission, an outside consultant may be asked to assist. If the parents decline to pursue a professional evaluation and the problem behavior persists, the continued enrollment of the child will be re-assessed. If at any time the child's behavior results in an injury to another child or staff member, the child's parents will be notified and written documentation of the incident will be provided to the parents and placed in the child's file.
5. If the outside evaluation indicates a need for accommodations for special needs, FSU Child Development Programs will provide these or other appropriate accommodations as long as they are not an undue hardship on FSUCDP as outlined in the American Disabilities Act (ADA).
6. If the above steps fail to resolve the problem, FSUCDP may ask the parents to find alternate placement for their child, giving them a 30 day notice, except where such notice is not reasonable because of safety concerns.

#### Diapering Procedure

FSU Child Development Programs provide disposable diapers. For children who are not able to use disposal diapers, parents must provide documentation from their health provider. A basic guideline follows:

- Clothing or cloth diapers that are soiled by urine or feces are immediately placed in a plastic bag without rinsing or avoidable handling and sent home the same day.
- Every two hours, minimally, when children are awake, teachers check diapers or pull-ups for wetness or feces **and** when children wake up.
- Diapers are changed when wet or soiled.
- Diapers and soiled clothing are changed **ONLY** in diapering changing areas.
- Teachers must keep one hand on the child when changing on any elevated surface.
- Teachers follow closely the Cleaning and Sanitation procedures in this manual.
- Soiled diapers and soiled clothing must never be placed, even temporarily, on any surface other than the diaper changing area.
- Special attention needs to be paid to keeping food and feeding from being contaminated with any bodily fluids.
- All soiled diapers **must** be placed in the diaper disposal receptacles.

### Detailed Diapering Procedure

#### Step 1: Before you bring the child to the diaper changing area

Before you bring the child to the diaper changing area, wash your hands, gather and bring what you will need to the diaper changing table.

- Non-absorbent paper liner large enough to cover the changing surface from the child's shoulder to beyond the child's feet
- Fresh diaper and clean clothes– as needed
- Wipes for cleaning the child's genitalia and buttocks removed from the container-so you do not touch the container during the diaper changing
- Wipes for cleaning child and provider hands
- A plastic bag for soiled clothes
- Disposable gloves (put gloves on before handling soiled clothing or diapers)
- Diaper creams (when needed/appropriate) removed from the container onto facial or toilet tissue read to apply to child's skin.

#### Step 2: Carry the child to the changing table.

Keep soiled child's clothing away from you and any surfaces you cannot easily clean and sanitize after the diaper change.

- Always keep a hand on the child.
- If a child's feet cannot be kept out of the diaper or from contact with soiled skin during the changing process, remove the child's shoes and socks so the child does not contaminate these surfaces with stool or urine during the diaper changing.
- Put soiled clothes in a plastic bag and securely tie the plastic bag to send the soiled clothes home.

#### Step 3: Clean the child's diaper area

- Place the child on the diaper change surface and unfasten the diaper but leave the soiled diaper under the child.
- Lift the child's legs as needed to use disposable wipes to clean the skin on the child's genitalia and buttocks.
- Remove stool and urine from front to back and use a fresh wipe each time.

- Put the soiled wipes into the soiled diaper or directly into a plastic-lined, hands-free covered waste can.

Step 4: Remove the soiled diaper.

Remove the soiled diaper without contaminating any surface not already in contact with stool or urine.

- Fold the soiled surface of the diaper inward.
- Put soiled disposable diaper in a covered plastic-lined, hands-free covered waste can. If reusable cloth diapers are used, put the soiled cloth diaper and its contents (without emptying or rinsing) in a plastic bag or into a plastic-lined, hands-free covered container to give to parent.
- Remove gloves using the proper technique and put soiled gloves into a plastic-lined, hands-free covered waste can.
- Use a disposable wipe to clean the caregiver's hands and another disposable wipe to clean the child's hands, discard soiled wipes into the plastic-lined, hands-free covered waste can.
- Check for spills under the child. If there are any, use the paper that extends under the child's feet to fold over.
- The disposable paper so a fresh, unsoiled surface is now under the child's buttocks.

Step 5: Put on a clean diaper and dress the child.

- Slide a fresh diaper under the child.
- Use a facial or toilet tissue to apply any necessary diaper creams, discarding the tissue in a covered, plastic-lined, hands-free covered waste can.
- Take notice and plan to report any skin problems such as redness, skin cracks or bleeding.
- Fasten the diaper.

Step 6: Wash the child's hands and return the child to a supervised area

- Use soap and running water, no less than 60 degrees F and no more than 120 degree F to wash the child's hands at a sink if you can.
- If a child is too heavy to hold for hand washing or cannot stand at the sink, use the three towel method for hand washing procedure:
- Wipe the child's hands with a damp paper towel moistened with a drop of liquid soap
- Wipe the child's hands with a paper towel wet with clear water
- Dry the child's hands with a paper towel.

Step 7: Clean and disinfect the diaper-changing surface

- Dispose of the disposable paper liner used on the diaper changing surface in a plastic-lined, hands-free waste can.
- Clean any visible soil from the changing surface with detergent and water, then rinse the surface with water
- Wet the entire changing surface with the disinfectant solution (e.g. bleach and water solution mixed fresh daily) leave bleach/water solution on the diaper changing surface for 2 minutes. May leave to air dry or wipe dry after the 2 minute surface contact time.
- Put away the spray bottles of detergent, water and disinfectant

Step 8: Wash your hands, then record the diaper change in the child's daily log

- In the daily log, record what was in the diaper and any problems like loose stools, unusual odor, blood in the stool or skin irritation.
- Report any problems or observation as necessary.

*Reference: Caring for Our Children. Second Edition. (2002). American Academy of Pediatrics.*

### **Discipline/Guidance**

The essence of parenting and teaching is to nurture and guide children at each stage of their development such that they reach their individual highest potential or growth in all areas— social, intellectual, physical, emotional—and that they become fully-functioning citizens of the world. Simply, our policy is one that seeks to promote positive behavior positive, using methods appropriate to the age of the child. Redirection, modeling and guidance form the core of the discipline policy, not punishment. For the youngest children who are not yet using language, redirection is the most often used method. As soon as children are able to use language, they are taught to identify their feelings and use language or words to solve conflict or problems. Children then will learn how to control their own behavior and solve their own problems.

### **Character Education Curriculum**

#### *NAEYC Standard 2.A.01;2.A.02*

As it is our goal to facilitate children’s development in all areas, we include a character education component in our curriculum (This is also required by Florida law in programs that receive certain funds). The overall goal of this component of our curriculum is to provide instruction and promote the development of common/universal socially acceptable character traits as well as to build classroom community. The traits we emphasize are: Love, empathy, gentleness, respect, visualization/relaxation, self-control, friendship, conflict resolution, kindness, responsibility, cooperation, diversity awareness including acceptance, appreciation and celebration, and compassion. These traits are whole units from the *Kindness Curriculum: Introducing Young Children to Loving Values* by Judith Anne Rice which is the curriculum selection chosen from the state-mandated pre-approved list. The major goals are to facilitate independence, promote the identification of feelings/emotions, facilitate the appropriate ways of expression of feelings/emotions, promote empathy, cooperation, caring and peace, facilitate self-control, facilitate bonding, attachment and friendship. In addition to the *Kindness Curriculum*, we integrate and supplement with *The Peaceful Classroom*, *Skill Streaming for Early Childhood*, *I Love You Rituals*, *Can Do Kids* and *The Cooperation Booklet*.

The character education component is not a religious or faith-based program but rather a non-biased and integrated way to help children think about and practice common courtesies and social skills. *It is important to note that no religious or faith concepts may be taught by state-funded programs.*

In our programs, attention is focused on specific character traits and social skills that are integrated/embedded throughout the themes, daily activities and children’s play in the overall curriculum. In other words, there is not a “Character Education Time” as such; but rather, the concepts are introduced and reinforced in developmentally appropriate ways through hands on, active and meaningful ways that young children understand and relate to as they participate in circle time, in outside play, through daily routines and conversations. Teachable moments are not always predictable; so teachers are encouraged to seize any opportunities in the course of a day to emphasize or teach a character trait or a social skill.

### **Discipline/Guidance for Toddlers and Pre-School Children**

#### *NAEYC Standard 1.B.10; 1.D.03; 6.A.02*

Our guidance policy begins with **prevention**. Center directors and teachers carefully arrange the physical aspects of the classrooms such that the spatial arrangement, itself, helps children interact appropriately. For

example, large open spaces are generally avoided to help children save their large muscle activity, such as running, for the playground. Teachers are careful and attentive observers of the children in their classroom such that they are finely attuned to each child's uniqueness. They are thus prepared to help redirect or divert as dictated by the child's personality, temperament and needs. These are the preventive measures. Then, should inappropriate behaviors manifest themselves, the teachers will first observe whatever is happening. Sometimes, just the act of **close, attentive, quiet observation** is enough to help children gain control. Next in the sequence of assisting children to maintain appropriate behavior is helping children use their language to describe the event such that other options become possible. The third step in the sequence is a more **extended use of language** in a conversation that presents other options. The fourth step again uses **language but is an intervention by the teacher** such as "We walk inside" or "Blocks are for building." In short, no harsh or physical punishments are used at the centers nor may children be spanked, slapped, pinched, shaken, teased, made fun of or threatened in any way. Food may not be withheld as punishment nor are children punished for accidents related to toileting. Parents may not administer physical punishment in any of the centers nor on center grounds. Children are encouraged to take naps in only non-punitive and positive ways. FSU Child Development Programs reserves the right to request the withdrawal of any child in order to protect the health, safety and welfare of all those who are in our care.

Attention is given to children when they cooperate with others, share and care for the Center toys and materials and when they participate in activities. Progress and effort are celebrated. It is expected that the children will be involved with each other and that they show respect for themselves and others. It is expected that the children will help each other and willingly share materials and space when developmentally ready. Parents may not administer physical punishment in any of the centers or on center grounds. 6. A.02

In "Discipline is Not a Dirty Word" Jennifer Birckmayer sums up seven principles of discipline:

1. Tell children what they can do instead of what they can't.
2. Protect and preserve children's feelings that they are lovable and capable.
3. Offer children choices only when they are willing to abide by their decisions
4. Change the environment instead of the child's behavior.
5. Work with children instead of against them.
6. Give children safe limits they can understand. Recognize their feelings without accepting their actions. Maintain your authority calmly and consistently. If children break rules, allow them to experience the consequences of their behavior.
7. Set a good example. Speak and act only in ways you want children to speak and act.

## **Screening and Assessment**

*NAEYC Standard 4.A.01;7.B.03;7.B.04*

### *Purpose*

*NAEYC Standard 4.A.02;4.A.03; 4.D.04*

Screening and assessment are an integral part of high quality early care and education programs. The purposes of the screening and assessments are multiple: One purpose is to learn about the development, interests and needs of individual children which can then inform appropriate individualized teaching strategies to extend, enhance and guide each child's learning and continued development. A second purpose is to detect early signs of delay in development and/or the need for further assessment, referral or early intervention. A third is to improve curriculum and teaching practices which contribute to overall program improvements.

### *The Screening and Assessment Instruments*

*NAEYC Standard 4.A.03; 4.C.01*

Several screening and assessments instruments are used: *Ages and Stages Questionnaire( ASQ)*, *Learning Accomplishment Profile-Third Edition(LAP-3)*, *the Early Learning Accomplishment Profile (E-LAP)* and *the Devereux Early Childhood Assessment (DECA)*. A portfolio is also kept for each child which shows individual strengths and accomplishments. ASQ and DECA are norm referenced (compares a child's performance with other children while the LAP-3 and E-LAP are criteria-referenced (identifies what skills a child has and has not yet developed) assessment tools.

#### *Screening and Assessment Schedule for Administration*

- The *Ages and Stages Questionnaire* is the initial screening instrument and is administered within the first three months and every six months thereafter. It is used to learn about the developmental level of each child as well as to detect any early signs of delay or the need for additional assessment and includes a component for parental assessment.
- The *Learning Accomplishment Profile-3rd Edition (LAP-3)* for preschoolers and the *Early Learning Accomplishment Profile (E-LAP)* for infants and toddlers are administered as a pre and post test in early fall and late spring semesters. They are used to identify the developmental age of each child and are also required by the Early Learning Coalition and the Voluntary Pre-Kindergarten Program (VPK).

- *Teaching Strategies*

- The *Devereux Early Childhood Assessment (DECA)* is a social/emotional screening instrument that is used as needed for additional information or planning/problem solving.

- Child portfolios

*NAEYC Standard 4.D.03; 4.D.07; 4.D.08*

The *portfolio* for each child contains work samples, an academic skills checklist, anecdotal records, photos etc. These items all aid in identifying and demonstrating current developmental levels, progress or learning gains, and areas needing attention. Portfolios assist with ensuring the learning activities and environment is meeting individual children's needs as well as group needs while promoting and supporting continued growth and development. Depending on the child's developmental level there will be samples of block play, writing samples, drawing/painting samples, three dimensional art (ex. Play Dough), dramatic play stages, social play stages, cutting skills, gross and fine motor skills and academic concept/knowledge progress. The assessment process is expected to be an ongoing integral cycle that goes hand in hand with the curriculum. The portfolio is an ongoing assessment tool while the other tools are used periodically . The collection of items for the portfolio happen in an integrated daily fashion within the contexts of teaching the children and spending time in the classroom. These strategies are used throughout the daily routine while the children are engaged in play. For example, staff talk and interact with infants to assess and encourage the use of language (smiling, cooing, eye contact)This natural (authentic) type of assessment assists in getting a valid, true picture of the child's progress and development. Portfolios are intended to shape instruction and make informed decisions about program design.

- Strategies that are ongoing should and can be used by all staff in the room include:

*NAEYC Standard 3.A.01;4.A.02;4.B.01;4.B.02;4.B.03; 4.B.04; 4.C.01; 4.C.02*

- Anecdotal records
- Checklists
- Other less formal observation tools
- Collection of work samples

- Photos and recordings (*may not be shared outside center or uploaded on any website*)

### *Administration of Screening and Assessment Instruments*

It is important that those who are conducting assessments and screenings are qualified to do so. Each lead teacher in FSU Child Development Programs is trained to administer each of the instruments and is responsible for their timely administration. The lead teacher may ask teaching assistants who have been trained to assist with screening. Every staff member in the classroom may conduct observations and keep anecdotal records.

### *Sharing Screening and Assessment Results*

#### *NAEYC Standard 4.A.02; 4.A.03*

Information in screenings, assessment and portfolios are legally confidential. In accordance with the Health Insurance Portability and Accountability Act (HIPPA) guidelines, official written records for each child must be kept in locked files/cabinets and released only to individuals authorized by the center director or those for whom the parents have given written consent. These files include enrollment forms, conference reports, health assessments provided by physicians, incident reports, reports of diagnostic assessments released to the school by parents, individual education plans etc.

### *Confidentiality*

#### *NAEYC Standard 10.B.08*

*Confidentiality* must be maintained and the information used only to benefit the child. Information gained through screenings and assessment will be shared by the appropriate center staff, typically the director or lead teacher, with family members in a timely manner so that informed decisions can be made by family about appropriate programming, guidance and support as well as assistive services and referrals. The information will be shared with families in a positive, caring manner with the overall goal of improving the education, care, school success and quality of life for the child.

### *Referrals*

#### *NAEYC Standard 7.C.08*

Teaching staff conduct only initial screening and curricula-based assessment. After the screening and assessments are completed, parent/teacher conferences are held. If further assessment is indicated or any assistance is needed outside the scope of expertise within FSU Child Development Programs, referrals are made with the written consent of the parents which ensures that the assessment is conducted appropriately.

Parents may choose (and are encouraged) to contact outside agencies/organizations for programs or services directly (i.e. without a referral if the organization does not require one). Center directors maintain lists of resources that can be shared with any parent who would like information about organizations that provide early intervention and other types of assistance and services. 4.C.01; 7.C.03; 7.C.05;

### *Referral Process*

#### *NAEYC Standard 4.E.03;10.B.10*

The referral process is outlined below:

- The child is staffed by appropriate professional staff concurrently and individually to make any recommendations for program modifications or referrals.
- A referral is made, if needed.
- The parent is given the contact information for the appropriate referral agency (i.e. early intervention agencies, Child Find, the Warm-Line, Early Learning Coalition, etc).
- The parent makes contact with the appropriate agency and a screening is

arranged.

- The outcomes are discussed with the teacher/director.

The child care team and the parent discuss ways the program can assist in meeting the child's needs. *NAEYC Standard 4.A.02*

There may be occasions when parents may choose to not accept referrals. FSUCDP reserves the right to discontinue services if referral and outside assistance is essential to the health, safety and well-being of the child or to the other children or staff in the center.

#### *Parental Involvement*

*NAEYC Standard 1.A.01; 4.A.02; 4.E.01*

It is expected that parents and staff will work collaboratively and in a mutually supportive fashion to ensure that all children are able to take full advantage of the services offered.

#### *Communication with Parents*

*NAEYC Standard 4.A.02; 4.E.02; 4.E.04; 4.E.05; 7.A.08*

Twice each year, generally in the fall and spring semesters, conferences are scheduled with each child's parents to discuss the screenings and assessments as well as the overall progress of their child. At the same time, staff work with the parents to collaborate on which assessments are best for their child with sensitivity to family culture and language. Following the conference, written summaries are provided to parents.

It is expected that all teaching staff are familiar with and can explain the assessment policy of FSU Child Development Programs. Specific training in observation and assessment, as well as use of the specific tool is available through our programs and the Department of Children and Families in the Behavioral Observation and Screening mandatory course. It is expected that all staff will complete this training within the time limits required by State of Florida licensing requirements. 4.B.06

It is expected that all teaching staff will use curriculum goals and developmental expectations when interpreting assessment results. *NAEYC Standard 4.C.03; 4.D.01*

#### **Supervision**

*NAEYC Standard 10.B.12; 10.B.11; 10.B.13*

FSU Child Development Programs adhere to the NAEYC standard for teacher-child ratio. At the Infant and Toddler Center, for infants up to 12 months, the ratio is 1 teacher to 3 children. For children 12 months to 30 months the ratio is one teacher to four children.

At the FSU Children's Center, for children 30 months to 60 months the ratio is 1 teacher to 9 children.

Teaching staff are assigned to specific groups of children for whom they have primary responsibility.

Teaching staff supervise by positioning themselves to see as many children as possible. Infants, toddlers/twos are supervised by sight and sound at all times. Teachers are positioned so they can hear and see any sleeping children for whom they are responsible. For preschoolers and older children the teachers supervise primarily by sight and may supervise by sound for short intervals as long as the teachers check frequently on children who are out of sight. These ratios are applicable both indoors and outdoors. Classroom (indoor) space and the outdoor classroom must be designed so that there are no areas where children can hide or be out of sight. For out-of-center field trips for preschoolers the ratios are 1 teacher to 3 children.

FSU Child Development Programs expects all teaching staff to employ developmentally appropriate guidance and supervision practices. These guidance and supervision practices include awareness, positioning, scanning, redirection, and close supervision

Awareness requires a knowledge of children, including knowing each child's range of skills, interests, and ability to interact with others and developmental stage. Knowledge of children helps teachers to monitor and enhance skills that promote children's positive behavior.

Positioning requires being able to see all of the children. Staff positions themselves to be aware of the entire classroom and to see as many children as possible.

All children are monitored by sight and sound at all times. Rule of thumb, teachers move every five minutes.

Scanning involves regularly glancing around the classroom and playground to see children's involvement and what is happening.

Redirection is a skill used as an aid in preventing undesirable and unsafe behavior. Children are redirected to other areas/activities when undesirable behavior is imminent or occurs. This skill helps ensure the safety of all children.

Close Supervision is required for all children in areas that are near where injury may occur. This requires the use of all of the above methods as well teachers being in close proximity to the children. Close supervision is especially needed when children are waiting to be picked up due to illness or injury and need to be kept safe and comfortable. *NAEYC Standard 10.D.01*

Adapted from "Supervision Skills and Methods, TMCC E.L. Cord Child Care Center, Reno, July, 2007

### **Transitional Planning**

#### **NAEYC Standard 10.B.15**

Transitions are especially difficult for children. Children should be given sufficient notice as well as sufficient time to transition. Giving children specific tasks with clarity and consistency is important as is flexibility and attention to individual needs. Transitions are also "ripe" for opportunities to teach. For more information see pages 88-89 of the Creative Curriculum 4th edition or page 78 in fifth edition, volume 1. 10.B.14. As much as possible the infants and toddlers remain at the center for at least nine months with their teaching staff.

## Professional Development and Training

NAEYC Standard 10.E.12;6.A.03

### Professionalism

As high quality centers depend, in large part, on the manner in which its staff conduct themselves, it is important that all staff conduct themselves with the upmost professional conduct at all times. Participation in local, state and national professional organizations such as NAEYC is encouraged. It is one avenue for developing professionally.

A working definition of a Professional

- A professional is someone who has the academic qualifications for the work they do.
- A professional is someone who has specialized knowledge and is an expert in the field that they practice professionally.
- A professional is someone who produces work that is of the highest quality.
- A professional is someone who practices the highest standards of professional ethics in the day to day practices in their field.
- A professional has a strong interest and desire to do good work.
- A professional has a positive attitude toward the profession in which they are engaged.

### Are You a Professional?

How you look, talk, write, act and work determines whether you are a professional or an amateur. Since some organizations do not emphasize the importance of professionalism, people tend to believe that amateur work is the norm or what is expected. In our programs, we expect all staff members of our staff to strive for and demonstrate the attributes of the true professional.

- A professional learns every aspect of the job. An amateur skips the learning process whenever possible.
- A professional carefully discovers what is needed and wanted. An amateur assumes what others need and want.
- A professional looks, speaks and dresses like a professional. An amateur is sloppy in appearance and speech.
- A professional keeps his or her work area clean and orderly. An amateur has a messy, confused or dirty work area.
- A professional is focused and clear-headed. An amateur is confused and distracted.
- A professional does not let mistakes slide by. An amateur ignores or hides mistakes.
- A professional jumps into difficult assignments. An amateur tries to get out of difficult work.
- A professional completes projects as soon as possible. An amateur is surrounded by unfinished work piled on top of unfinished work.
- A professional remains level-headed and optimistic. An amateur gets upset and assumes the worst.
- A professional handles money and accounts very carefully. An amateur is sloppy with money or accounts.
- A professional faces up to other people's upsets and problems. An amateur avoids others' problems.
- A professional uses higher emotional tones: Enthusiasm, cheerfulness, interest, contentment. An amateur uses lower emotional tones: anger, hostility, resentment, fear, victim.
- A professional persists until the objective is achieved. An amateur gives up at the first opportunity.
- A professional produces more than expected. An amateur produces just enough to get by.
- A professional produces a high-quality product or service. An amateur produces a medium-to-low quality product or service.
- A professional earns high pay. An amateur earns low pay and feels it's unfair.
- A professional has a promising future. An amateur has an uncertain future.
- The first step to making yourself a professional is to decide you ARE a professional.

*Adapted from tipsforsuccess.org , 2009*

## Individualized Professional Development Plan

*Definition:* Individualized professional development planning provides a process whereby professional development needs are identified along with career objectives. The process also provides a communication tool for individuals and their mentors/trainers.

*Goals:* Assist staff members in identifying:

- Long-term career objectives they wish to pursue and the necessary tools to accomplish those objectives
- Short-term objectives to improve current job performance

*Benefits:*

- Staff members will have a process through which they can develop long-term goals.
- Staff members will have a process through which they can clarify performance expectations and identify benchmarks along the way to achieving specific objectives.
- The plan also provides a communication tool for the staff member and mentor/trainer.

*The Process:*

Step 1. The staff member conducts a self assessment.

- Assess your skills, strengths and areas that need improvement. Formal assessment tools can be very helpful. (This handbook contains one tool)
- Take a realistic look at your current abilities, a process that is critical to career planning.
- Getting feedback from peers, mentors, trainers, family and friends can be helpful in identifying strengths and development needs.
- Ask yourself
- What is important to me in a career?
- What type of work do I like to do?
- Where would I like to be in this or another organization?

Step 2. The staff member discusses training opportunities with mentor/trainer.

- Identify career opportunities and select from those that interest you
- Identify developmental needs by comparing current knowledge, skills and abilities with those needed for your career choice
- Prioritize your needs with your mentor/trainer and then discuss how to address them

Step 3. The staff member in collaboration with the mentor/trainer writes an individualized professional development plan

- Establish effective dates for the duration of your appointment
- Identify specific skills and strengths that you need to develop based on discussions with your mentor/trainer.
- Define the approaches to obtain the specific skills or strengths (e.g., courses, technical skills, supervision experience, additional teaching experience) and the anticipated time frames.
- Discuss the draft with your mentor/trainer.
- Revise the plan as appropriate.

Step 4. The staff member shares the plan with the mentor/trainer and revises as needed.

- Discuss the draft with your mentor/trainer.
- Revise the plan as appropriate.

Step 5. The staff member implements the plan

- Put your plan into action.
- Revise and modify the plan as necessary. It is important to remember that the plan is not cast

in concrete; but rather, it is a fluid instrument that changes as circumstances and goals change.

- The challenge of implementation is to remain flexible and open to change and revision.

Step 6. The staff member revises the plan as needed.

Step 7. The staff members establishes with the mentor/trainer regular reviews of progress and revises as needed

*Adapted from document developed by the Federation of American Societies for Experimental Biology (FASEB)'s Science Policy Committee, J.A. Hobin.*

It is the intention of FSU Child Development Programs to assist all teachers, with an individual professional development plan.

### Orientation.

All the orientation training that your director requires should be completed **before** you begin work. This includes the correct methods for washing your hands, locating fire extinguisher, first aid kits, food-handling procedures etc.

Raises and hire rates are contingent upon budget availability and performance. All state mandated training must be completed before re-appointments or salary raises will be considered.

Title	Education & Experience	Term & Class	Certificates	Professional Growth	Authority
Director	Ph.D. Preferred; Master's required in Early Childhood Education or Child Development  3 years working with young children in center-based care	12 Month Contract  A&P, Level 2	Director's Credential; Good Moral Character Affidavit; Child Abuse and Neglect Form; Abuse Registry Background Check; Fingerprinted, Physical Exam; First Aid/CPR; 45 state mandated training; 2 hours food preparation; Hepatitis B series; TB, Blood Borne Pathogens	State required 10 hour in-service training annually; Special needs training within 5 years  Workshop presentations; NCCCC, NAEYC, LAEYC	Oversees and manages all center operations, Assists with the development of policies and procedures; Implements and interprets all polices and procedures; Recruits, selects, supervises and evaluates staff, Assists with grant administration; Plans, oversees, and implements curriculum and curriculum development; Develops and oversees budget preparation and expenditures in conjunction with the Associate Director; responsible for overall assessment of center programs.

Master Teacher	<p>Master's preferred; Early Childhood Education or Child Development</p> <p>Or</p> <p>Bachelors required in Early Childhood Education or Child Development</p>	<p>12 month contract Faculty, Non-tenure earning, Instructional Specialist 3 years working with young children in center-based care</p> <p>5 years working with young children in center-based care</p>	<p>Good Moral Character Affidavit; Child Abuse and Neglect Form; Abuse Registry Background Check; Fingerprinted, Physical Exam; First Aid/CPR; 45 state mandated training; 2 hours food preparation; Hepatitis B series; TB, Blood Borne Pathogens</p>	<p>State required 10 hour in-service training annually; Special needs training within 5 years</p> <p>Workshop presentations; NAEYC, LAEYC</p>	<p>Assist Director with development of curriculum, Implement developmentally appropriate practice, Supervise and mentor teaching assistants; Observe and assess children.</p>
Lead Teacher	<p>Bachelor's required in Early Childhood Education or Child Development</p> <p>2 years working with young children in center-based care</p>		<p>Good Moral Character Affidavit; Child Abuse and Neglect Form; Abuse Registry Background Check; Fingerprinted, Physical Exam; First Aid/CPR; 45 state mandated training; 2 hours food preparation; Hepatitis B series; TB, Blood Borne Pathogens</p>	<p>State required 10 hour in-service training annually; Special needs training within 5 years</p> <p>Workshop presentations; LAEYC</p>	<p>Assists Director or Master Teacher with the development and implementation of developmentally appropriate practices; Supervise teaching assistants, Observe and assess children.</p>
Associate Teacher	<p>A.A. or higher Or CDA</p> <p>Bachelors required in Early Childhood Education or Child Development</p> <p>2 years working with young children in center-based care</p>		<p>Good Moral Character Affidavit; Child Abuse and Neglect Form; Abuse Registry Background Check; Fingerprinted, Physical Exam; First Aid/CPR; 45 state mandated training; 2 hours food preparation; Hepatitis B series; TB, Blood Borne Pathogens</p>	<p>State required 10 hour in-service training annually; Special needs training within 5 years</p>	<p>In temporary absence of Lead Teacher takes charge of the class; Supervises children; Supervises staff only in absence of Lead Teacher.</p>

Full-time Teaching Assistant	12 semester hours in Early Childhood Education or Child Development Or CDA  1 year working with young children in center-based care	Good Moral Character Affidavit; Child Abuse and Neglect Form; Abuse Registry Background Check; Fingerprinted, Physical Exam; First Aid/CPR; 45 state mandated training; 2 hours food preparation; Hepatitis B series; TB, Blood Borne Pathogens	Special needs training within 5 years	Supervises children; May not supervise staff
Part-time Teaching Assistant	Prefer FSU students in Early Childhood Education or Child Development  Previous work with young children, preferably in center-based care	Good Moral Character Affidavit; Child Abuse and Neglect Form; Abuse Registry Background Check; Fingerprinted, Physical Exam; First Aid/CPR; 45 state mandated training; 2 hours food preparation; Hepatitis B series; TB, Blood Borne Pathogens	Special needs training within 5 years	Supervise children; May not supervise staff.
Volunteer, Intern, Practicum Students, Observers	High School Diploma Or GED plus enrollment in a Child Development or Early Childhood Education course  Must have volunteer orientation			May not supervise or be alone with children

## Training and Requirements

172 hours total training

Trainings are offered through self paced module and annual workshops. Trainings include required courses for licensing, accreditation and the FSU Childcare program.

All full-time teachers are required to attend at minimum one full-time training day before the fall semester

begins. All part-time teachers are required to attend orientation and training within the first two weeks of the semesters. There are other required training as scheduled by the director throughout the year.

The individual training plan is based on requirements set forth for the program. Staff are required to complete the trainings listed. Trainings listed may be required as result of performance evaluations and/or observations that indicate that additional training is needed. Failure to complete the required training with the required time frame may result in suspension without pay or termination.

All DCF trainings must be registered for and started within 30 days of hire and completed (i.e. exams taken and passed by the end of the first year of employment.

### **Requesting and registering for learning modules offered by the program**

1. Discuss with the center director which module(s) to request. Your previous training, experience, current regulations and requirements will be reviewed along with your individual professional development plan and current professional interests to help you in the decision process.
2. Fill out the registration form(s) indicating which module(s) that you would like to receive.
3. Sign, date and have your director submit to the FSU Childcare administrative office.
4. The packet of materials will be sent to your director.
5. Complete all the assignments.
6. Discuss with your director.
7. Have your director sign in all the required places.
8. Your director will then submit your work for review.
9. After review and verification of completion, a certificate will be issued and the training documented in your personnel file.

### **Child Care Competency Exams**

Florida State Statues 402.305(2)(d)1, 402.313(4) and 402.3131(3) require all child care workers in the state to pass competency exams in order to care for children. It is a requirement for a center to be licensed to operate. The competency exams were required effective January 1, 2004.

#### *Pre-registration*

Staff may pre-register for an exam appointment. See your center director for contact information.

#### *Exams*

The exams are administered in the form of a paper test booklet with a “bubble” style answer sheet at approved examination sites statewide. Exams are multiple choice. You will take a different exam for each topic and you can take more than one exam per day. You will be given 45 minutes for each exam. The local approved site is located at Tallahassee Community College. The exams are offered a minimum of two (2) Saturdays per month. Call 1-888-375-3926 to schedule your exam. The hours of operation are 8:00 a.m. to 6:00 p.m. (EST) Monday – Friday. You **MUST** schedule your exams at the least 7 calendar days prior to the exam date. Before you call, be prepared to provide your Social Security number and the titles of the child care training courses for which you need to schedule an exam. Also, have a pen or pencil, paper and a calendar available during the call.

#### *Exam confirmation letter*

After registering for your exam(s) a confirmation letter is available at [www.myflorida.com/childcare](http://www.myflorida.com/childcare) –select “View My Transcript”. It is important to print a copy of the confirmation letter because it includes the names of the exams you are registered for, location and directions to the exam site; date, time and cost of the exam(s);

how early to arrive at the exam site; payment instructions and the cancellation policy. Review this information carefully, if you need to make any changes, you must do so at least 7 days prior to the exam. In addition, the letter will provide payment instructions and the cancellation policy.

#### *Cost of exams*

The cost of each exam is \$1.00 per course hour. For example, the cost of taking an exam for a 10 clock-hour course would be \$10.00. When all exams for the 45 hour requirement are successfully completed, the staff member will receive a .25 per hour raise contingent on budget availability.

#### *Taking the exams*

You must be registered for each Child Care Training exam to be admitted to the exam site. Individuals are not allowed in the exam room unless they have been registered for an exam on that date and time at that specific exam site.

You should arrive at the exam site at least fifteen minutes early. If you arrive late you will not be permitted to enter the exam site or to take your exam on that date. In addition you will have to reschedule the exam.

Take the following items with you to the exam site:

Required:

1. Legal form of photo identification (e.g. driver's license, passport, or student identification card).  
Make sure that the name printed on the identification matches the name on your Child Care Training Transcript
2. Two sharpened Number two (2) pencils
3. Your appointment confirmation letter

If needed, you may take a pocket-size foreign language translation dictionary to use during the exam if the dictionary is free of any handwritten notes.

You are not permitted to bring any people or personal item into the exam area other than those specified above. Personal belongings may be placed in a designated area in the exam room; however, the administrators and proctors do not assume any responsibility or liability for your personal items.

#### *Exam results*

Within two weeks after completing and paying for your exam, the exam results will be available online at [www.myflorida.com/childcare](http://www.myflorida.com/childcare). Click on "View My Transcript" and follow the provided instructions.

#### *Exams Without Course Enrollment*

Individuals are allowed one opportunity, if they choose, to take the exams as an exemption from enrollment in child care training courses. Individuals that do not pass an exam for the purpose of exemption will be required to enroll in that child care training course. Enrollment must take place in a state-mandated training course administered by an approved trainer. Individuals will not be allowed to retake the exam until after their course is completed. Following completion of their coursework, there is no limit to the number of times an individual can take the exams before passing them.

Child care centers are held responsible if they employ an individual that is not in compliance with the competency-based training requirement.

## Training Schedule

The trainings listed below are required for continued employment in the program.

<b>Title of Training</b>	<b># of Hours</b>	<b>Major Topics Required</b>	<b>Required by</b>	<b>Pace of Learning</b>	<b>Finish by</b>
New Staff Orientation	3		NAEYC accreditation 6.A.03; 6.A.04; 7.A.01	Self paced	Before being alone with children
Nature and Needs of Children in your center and age group	5	Development of children in your center's age group; Nature of children in your center's age group	NAEYC accreditation 6.A.03; 6.A.10	Self paced	First Month
Florida Department of Children and Families (DCF) Part #1 Introduction to Child Care	6	Rules and Regulations	Licensing (must pass competency exam) Florida Quality Rating System (QRS) NAEYC accreditation 6.A.03	Self paced	End of 1st semester
Florida Department of Children and Families (DCF) Part #1 Introduction to Child Care	4	Child Abuse	Licensing (must pass competency exam) Florida Quality Rating System (QRS) NAEYC accreditation 6.A.03	Self paced	End of 1st semester
Florida Department of Children and Families (DCF) Part #1 Introduction to Child Care	8	Health, Safety, Nutrition	Licensing (must pass competency exam) Florida Quality Rating System (QRS) NAEYC accreditation 6.A.03	Self paced	End of 1st semester

Florida Department of Children and Families (DCF) Part #1 Introduction to Child Care	6	Child Development	Licensing (must pass competency exam) Florida Quality Rating System (QRS) NAEYC accreditation 6.A.03	Self paced	End of 1st semester
Florida Department of Children and Families (DCF) Part #1 Introduction to Child Care	6	Behavior Observation and Screening	Licensing (must pass competency exam) Florida Quality Rating System (QRS) NAEYC accreditation 6.A.03	Self paced	End of 1st semester
Florida Department of Children and Families (DCF) Part #2 Appropriate Practices for your age group i.e. infant and toddler or preschool	10	Specific ages, circumstances and practices for the age of the children your center serves	Licensing (must pass a competency exam) Florida Quality Rating System (QRS) NAEYC accreditation 6.A.03	Self paced	End of 1st semester
Florida Department of Children And Families (DCF) Early Literacy and Language Development	5	Language and Literacy Development	Licensing (must pass a competency exam)	Self paced	End of 1st semester
Florida Department of Children And Families Voluntary Pre-Kindergarten (VPK) Literacy	5	Pre-K Literacy Skills	State of Florida VPK	Self paced	End of 1st semester

Florida Department of Children and Families (DCF) Basic Guidance And Discipline	5	Guidance and Discipline	FSU Child Development Programs	Self paced	End of 1st semester
Food Safety	2	Food Safety	United States Department of Agriculture Food Program (USDA) NAEYC 5.B.03;5.B.05;5.B.07,5.B.08;5.B.14	Self paced	End of 1st semester
Meal Service	8	Nutrition for Young Children Meal Planning Using Meals as a Teaching tool Teaching Nutrition to and cooking with Children	United State Department of Agriculture Food Program (USDA) NAEYC 3.D.02;3.D.07;3.D.12;5B.10;5.B.11;5.B.12;5.B.15	Self paced	End of 1st semester
Medication Training	1.5	Administering medication 5 Right Practices	NAEYC accreditation 5.A.11; 6.A.03	Self paced	End of 1st semester
Blood Borne Pathogens	1	Use of Universal Precautions	Licensing FSU Environmental Health And Safety NAEYC accreditation 6.A.03	Self paced	End of 1st semester
Pediatric First Aide Pediatric CPR	8	Pediatric First Aid and Pediatric CPR	Licensing NAEYC accreditation 6.a.03	Self paced	End of 1st semester
Curriculum and Play Part 1	10	Overview FSU Curriculum, Learning environment, play, planning as a team	NAEYC accreditation 6.A.03; 6.A.08 QRS	Self paced	End of 1st semester
Curriculum and Play Part 2	10	Creative Curriculum, Kindness Curriculum, learning standards, working with English as Second Language (ESOL) children,	NAEYC accreditation 6.A.03 QRS	Self paced	End of 1st semester

		Anti-bias and multicultural/diversity			
Discipline, Guidance and Challenging Behavior	8	FSUCDP discipline practices and policies; How to manage challenging children	NAEYC accreditation 6.A.03 FSUCDP	Self paced	End of 2nd semester
Conscious Discipline	15	Discipline, guidance and emotional intelligence	FSUCDP, NAEYC accreditation 6.A.03; 6.A.08; 10 FCCPC	Self paced	End of 2nd semester
Assessing Young Children	8	Observation and Assessment, FSUCDP assessment program, Sharing results, Preparing referrals, Ages and Stages, LAP-3, E-LAP, DECA, Portfolio	NAEYC accreditation 6.A.11 QRS	Self paced	End of 2nd semester
Working with Families	8	Communicating, collaborating, helping families advocate for their children	NAEYC accreditation 7.A.01	Self paced	End of 2nd semester
Working with Diverse Families	2	Working with Diverse Families	NAEYC accreditation 6.A.07	Self paced	End of 2nd semester
Professional Caregiver	10	Becoming a professional, credentialing requirements, NAEYC standards and quality, assessment/evaluation, ethical conduct, advocacy	Florida Child Care Professional Credential (FCCPC) NAEYC accreditation 6.A.03	Self paced	End of 2nd semester
Special Needs	10	Family Centered practice, atypical Development, Individuals with Disabilities Education Act (IDEA), Child and Family rights, Individualized Education Plans (IEPs); Individualized Family Service Plans (IFSP); Inclusion strategies,	NAEYC accreditation 6.A.03; 6.A.12	Self paced	End of 2nd semester

		modifying and adapting curriculum, referral and assessment; community support			
Working with Diverse Children	4	Working with Linguistically and culturally diverse young children (ESOL) promoting cultural diversity; Multicultural and anti-bias in Schools for young children	NAEYC accreditation 6.A.07	Self paced	End of 2nd semester
Basics of Brain Development and What it Means for Quality	3.5	Brain structure and brain development; How to program to promote optimal brain development; What impact quality are has on brain development	NAEYC accreditation 6.A.10, 6.B.01	Self paced	End of 2nd semester

### Required CEUs

Staff are required to complete 10-clock-hours or one CEU of in-service training concentrating on children ages birth through 12 annually. The training must be completed in one or more of the following areas (college level courses will be accepted):

1. Health and safety, including universal precautions;
2. Infant and/or child CPR;
3. First Aid (may only be taken to meet the in-service requirement once every three years);
4. Nutrition;
5. Child development – typical and atypical;
6. Child transportation and safety;
7. Behavior management;
8. Working with families;
9. Design and use of child oriented space;
10. Community, health and social service resources;
11. Child abuse;
12. Child care for multilingual children;
13. Working with children with disabilities in child care;
14. Safety in outdoor play;
15. Literacy;

16. Guidance and discipline;
17. Computer technology;
18. Leadership development/program management and staff supervision;
19. Age appropriate lesson planning;
20. Homework assistance for school-age care;
21. Developing special interest centers/spaces and environments; or
22. Other course areas relating to child care or child care management.

**(c) Documentation of the in-service training requirement must be recorded on CF-FSP Form 5268, March 2009, Child Care In-Service Training Record, which is incorporated by reference, and included in the child care facilities' personnel records. CF-FSP Form 5268 may be obtained from the department website at [www.myflorida.com/childcare](http://www.myflorida.com/childcare). A new in-service training record is required each fiscal year**

From page 22 of the 2010 administrative code.

## **Emergency Procedures**

In the event of a localized emergency such as the loss of power, the center director is authorized to close the center to protect the health and safety of children and staff. There are emergency procedures and equipment in place to ensure the safety and well being of our children, families and staff. The following briefly outlines some of this information.

Each classroom has posted evacuation and emergency procedures. Be sure to familiarize yourself with these upon arrival. Also, locate the first aid kit and the fire extinguishers for your center. 10.B.08; 10.D.08

### **Fire Procedures**

**NAEYC Standard 10.B.08; 10.D.08.**

Fire drills are practiced monthly. Each classroom has a posted evacuation route, emergency procedures, smoke detectors and fire extinguishers. It is your responsibility to familiarize yourself with these things on your first visit. Our procedures for fire emergency include lining up, walking quietly to the designated meeting place, taking roll and entertaining children until the “all clear” signal is given. Teachers should turn off the lights and close all doors to contain fires. If there is a fire, the clerk will call 911.

Lead Teachers are responsible for ensuring any children in their classroom with special needs are safely removed from the building. The Director and Clerk are responsible for ensuring all children are out of the building and accounted for.

#### **Fire Drill:**

What to do:

- (1) Calmly gather all children
- (2) Get attendance sheet and take it with you
- (3) Grab emergency bag/kit
- (4) Walk out with children (one teacher in front of the line and one teacher in the back of the line)
- (5) Last teacher out make sure no children are left in the room, doors are closed and all lights are off
- (6) Walk to designated meeting place
- (7) Take roll and be sure all children are accounted for
- (8) Keep children calm and reassured
- (9) Entertain children and await instructions

### **Hurricane Procedures**

**NAEYC Standard 10.B.08; 10.D.08**

The University closes when a hurricane threatens the safety of students and their families. Access the official FSU Web site [www.fsu.edu](http://www.fsu.edu) or call 644- 4636 for information about closing.

### **Intruder/Lock Down Procedures**

**NAEYC Standard 10.B.08; 10.D.08**

When the lockdown signal is given, all adults and children will remain indoors. All windows and doors will remain locked. Only the director or a specifically appointed staff member has the permission to open doors. No one will be allowed in or out of the building. If word is given that the intruder is on the facility premises, all children will be gathered to a central location away from the windows and doors and will be kept as quiet as possible. The clerk will call 911.

These procedures will be reviewed with staff and program participants during orientation sessions and updated annually. Staff must review and sign off on these procedures annually. The signed statement/acknowledgement

must be kept in the staff member's file. More detailed procedures are outlined in the FSU Emergency Procedure Plan located in your director's office. It is your responsibility to review this plan annually.

### **Severe Thunder Storms**

**NAEYC Standard 10.B.08; 10.D.08**

Children and adults should be kept away from windows and doors during thunder storms. Children should play inside only. Staff will be on the alert for safety issues such as close lightning strikes that may cause a power outage or fires. If an emergency situation arises, the clerk will call 911.

### **Tornado Procedures**

**NAEYC Standard 10.B.08; 10.D.08**

In the event of a tornado, teachers will take all children to the most interior and central part of the center, away from windows, doors and electrical panels. The children will squat with their hands over the backs of their necks and look at the floor if possible. Attendance will be taken at the safe place. If there is a tornado, the clerk will call 911.

# **Appendix A**

## **NAEYC Code of Ethical Conduct**