Anna Bing Arnold Children's Center

Staff Handbook

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To All Staff Members:

Welcome to the Anna Bing Arnold Children's Center. It is my hope that your experience at the Center will be as rewarding for you as it is for the children in our program. You play an important role in the lives of young children and their families, and the Center will play an important role in your development as a teacher.

As we all know, communication in a full - day program, which is primarily staffed with part-time students, can be difficult. This teacher's manual is not intended to solve this problem completely, but is rather an attempt to communicate some of the necessary routines and procedures that all teachers need to know for a smoothly running program. Hopefully, the information in this manual will establish the basics for good performance at the Center, as well as provide support for teachers' continued professional growth through effective communication about children and program needs.

For more detailed classroom information, you will also receive a *Classroom Manual* which further outlines curriculum goals and procedures for you to follow. Together with staff meetings, these two handbooks are intended to support your learning and encourage your ideas as an essential team member of the Children's Center.

Sincerely,

Director

* For purposes of this manual the word TEACHER will refer to all staff who work with children, and LEAD TEACHER will refer to staff who serve in a supervisory capacity.

INTRODUCTION

History

The Anna Bing Arnold Children's Center was founded by California State University, Los Angeles (CSLA) students in 1968 for the purpose of providing child care for student parents. The CSLA children's center was the first in the CSU system. Students have continued to support the Children's Center since it's inception through their associated student body fees. Donations from the student body, along with a sizable donation from Anna Bing Arnold, helped to build our present facility.

Licensing Information

The Anna Bing Arnold Children's Center is licensed by the State of California's Department of Health and Social Services to provide an enriched developmental program for infant, toddler and preschool children. The Center is equipped and staffed appropriately for these ages and meets or exceeds all State, County, and City regulations for health, sanitation, safety, and teacher/child ratios. The Center is owned and operated by the University Auxiliary Service Inc. (UAS) for use by students, faculty, and staff of Cal State L.A. Funding for the program is provided by the Associated Students, parent fees, and the State of California.

Accreditation

The Center has been accredited by the National Association for the Education of Young Children (NAEYC) since 1992. National accreditation is an honor which must be earned by a program by demonstrating high standards in the operation and implementation of its' children's program. We are proud of our accreditation status and work hard to maintain our goal of providing a quality program for children and families.

Children and Families Served

The Center is open to children between the ages of four months and six years who are ready for the type of group experience offered and who can benefit from the program. Children who have physical or developmental disabilities will be accepted if it is determined that the Center can meet the individual needs of the child. The Center is operated on a non-discriminatory basis, according equal treatment and access to services without regard to sex, race, color, religious creed, national origin or ancestry, in accordance with applicable regulations.

Hours And Holidays

The Children's Center is open from 7:30 a.m. to 6:30 p.m. Monday through Thursday, and until 5:30 p.m. on Friday. The Center operates on a year-round basis for full time children except for holiday closures. The Center observes all University holidays and additionally closes for two

weeks at Christmas, and four training days per year. A calendar of events and closures is provided for parents every quarter.

CHILDREN'S CENTER GUIDING PRINCIPLES

Program Philosophy

The educational philosophy of the Anna Bing Arnold Children's Center is based on the belief that each child is unique and deserves respect, consistency, caring, and challenge as they grow. Further, we believe that:

- Children develop at their own pace. They do not acquire knowledge by force. They are motivated by their own desire to make sense of their world.

- Children learn through interaction with the materials and people in their environment. Play provides this interaction and is the natural mode of learning for the young child.

- Children learn self discipline as they learn respect for themselves, others, and their environment. Pride in their abilities, family, and culture adds to their developing self esteem.

- Children need a balanced program which fosters independence, choice, and challenge. They also need structure and well defined limits in order to feel secure.

Young children's developmental tasks are to build trust, learn social skills, begin mastery of academic skills, and develop positive self esteem. These tasks are best supported by a program that provides developmentally appropriate activities, well trained and consistent staff, and a safe and healthy learning environment.

Goals

Our school has been established to meet the needs of the child from 4 months through eight years of age, whose parents must be away from home for part of the day. Our desire is to provide an environment in which children can thrive and find out for themselves who they are and what they can do. We feel that to do this a child needs an environment that is saying to him or her "you are loved here; we feel you are a unique and worthwhile person; we have faith in you as a growing individual". In this environment the child needs a great number and variety of experiences in order to find a basic way of dealing with life that is comfortable and satisfying.

Curriculum

The Center's curriculum is based on developmental theory. Children move through sequential stages of development in a variety of skill areas and at varying speeds. A child's development may be quick in some areas and slow in others, but all areas of growth are important and interrelated. Children need mastery at each level before moving on to the next. Therefore we place equal importance on all major areas of development and tailor our program to meet individual growth needs.

Teachers coordinate age appropriate curriculum for each group which is organized around the following areas: Physical (gross and fine motor); social (peer interaction, social skills and awareness); emotional (self-esteem, awareness and recognition of feelings, healthy balance); and cognitive (comprehension, language development, problem solving, and skill acquisition). Curriculum is carried out with the belief that children are learning at all times and that the teacher's role is to facilitate and enrich the learning process.

Play is the natural mode of learning for the young child. The child develops feelings of competency and motivation for learning when provided opportunities for play and individual choice. Learning occurs when the child is actively involved with the materials of the environment. Through careful observation of play, teachers are able to assess development and add challenges or direction as needed to further individual growth. The classroom environment is arranged to provide ample choices for children to encourage independent thinking and a gentle unfolding of abilities.

Environment

The physical environment of the Center has been set up to enhance our program goals. It offers challenges, choice, and encourages independence. It offers avenues for cooperative play and involvement with varied materials. It also offers the opportunity to be "messy". Getting involved in play activities without concern for clothing or appearance is an important aspect of a child's learning. It is through intense interaction with the environment that children learn about the physical properties of the real world. It is also how they test ideas, sort out feelings, and learn competency -- all important aspects of good development. We believe it is important to value this interaction with the environment.

Discipline

The key to effective discipline (from the word "disciple" which means "to teach") is consistency and setting clear reasonable limits. We set limits based on two guidelines: not hurting yourself or others, and respecting the physical environment. When disciplining a child, our goal is to guide the child in developing **self-control** as opposed to external or adult control. We believe that it is important for children to know that it is all right to have both negative and positive feelings. We help the child learn constructive ways to express emotions and settle conflicts with an emphasis of verbal problem solving.

In guiding children, our goal is to help them learn to trust the people around them and the environment, to feel good about themselves, and to develop self-discipline. Our discipline techniques are practiced to help children develop self-control; not behave according to adult-imposed control or fear. Your *Classroom Manual* contains important information about child development to help you understand children's behavior and provide effective guidance. It is expected that you will ask questions at staff meetings and try out new ideas while working at the Center to further your appropriate use of effective discipline methods.

Staff

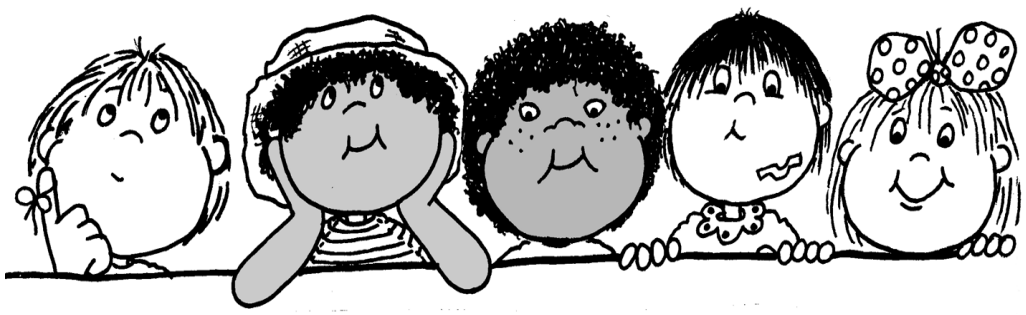
Staff members are comprised of CSLA students who work as student assistants, and full time teachers who are graduates in child development. Student assistants have varying backgrounds; some are near completion of their degree program in child development and some have just begun their academic careers. The one factor all student assistants have in common is their desire to work with children and grow in their understanding of child development.

You, as the teacher, play an important role in accomplishing our program goals for the young child. You enrich the environment by the materials and activities you bring that enable the child to experiment and explore. You also enrich the environment by bringing yourself. Who you are as a person has a significant effect on the child. Knowledge goes through us, influenced by our personalities, and in turn, influences those around us.

The children in our program are dependent on the adults around them to meet their needs. Their physical, emotional, social and cognitive growth is guided and nurtured by the adults who care for them. Add to this the long hours these young ones are in our care and it becomes clear what a special job we teachers have. We must see our interactions with these children as ultimately important in providing them with enough love and respect that they may go on to love and respect others.

Parents

Parent involvement is a critical component of our program. It adds to the quality of both the parent and child's school experience. Children benefit tremendously when their parents are involved in their school. Parent involvement teaches children that their parents value their school and find it important enough to give of their time and energy. Parent participation further gives parents the opportunity to feel important and involved in their child's education and supports open communication between teacher and parents. For these reasons we have mandatory parent participation which requires that each family contribute their time and skills for a minimum of one "job" per quarter.



EMPLOYMENT INFORMATION

The Children's Center maintains a policy of nondiscrimination with employees and applicants for employment. The Center promotes the hiring of qualified individuals without regard to race, color, religious creed, national origin, ancestry, sex, sexual orientation, marital status, age, handicap, disability, medical condition or status as a veteran provided they meet the requirements established by the Center for the position.

Employment, retention and advancement of employees shall be based on merit and be responsive to the needs of the Children's Center for quality and excellence.

Once hired, you are an employee of either California State University or University Auxiliary Service, depending on your position with the Center. Detailed personnel information will be provided you by the appropriate organization's *Personnel Manual.*

Employee Requirements

Upon offer of employment at the Children's Center all employees are required to provide the following information: (forms are provided by the Center)

1. Completed application
2. Appointment form - available at the Children's Center.
3. Tax exemption form
4. Health screening - (LIC 503) A routine physical signed by a physician.
5. Verification of clear TB test, completed within one year of date of employment.
6. Live Scan clearance
7. Emergency and Medical Release form (appendix)
8. Notice of Employee Rights (LIC 9052)
9. College transcripts (unofficial acceptable - to be updated every year)
10. Verification of training and certification in preventive health practices and pediatric CPR (for full-time positions)*

*CPR requirement: Effective January 1, 1995, the State Legislature amended the SDSS Health & Safety Code (§1596.866) to require all day care centers to have at least one staff member who has current certificates in pediatric CPR and pediatric first aid to be available at all times when children are present at the facility. All full time Teachers, Lead Teachers and the Director are mandated to meet this training requirement. Training must be provided by the American Red Cross, the American Heart Association or a training program approved by EMSA. Course completion certificates should be kept on file at the Center, and training must be renewed by the employee as shown on the course completion certificate.

Staff Orientation

Prior to assuming job duties all employees will be provided with a paid orientation meeting which lasts approximately three hours and may be held in two sessions.

Orientation includes:

- Program philosophy
- Discipline policies
- Health and safety practices
- Personnel policies
- General classroom procedures
- Staff handbook

On the job orientation is provided by the classroom lead teacher and includes:

- Specific guidance in classroom procedures
- Curriculum planning and implementation
- Location of supplies
- Infection control and sanitation procedures
- Developmentally appropriate practices.

Program material given to you to review, to keep, to know, and to practice:

- Center Staff Handbook
- Classroom Manual
- Your specific job responsibilities as outlined in your job description plus the job descriptions of other staff in your area (see appendix)

Requirements for you to complete within first month of employment:

- Required reading:
  Classroom Manual
  Infectious Disease in Child Care Settings
  Children's Center Blood Borne Pathogen Plan
  Teaching Preschoolers: It looks Like This...In Pictures by Jeannette G. Stone
  Together We're Better by Bev Bos
  NAEYC Code of Ethical Conduct
- Viewing of videos provided for training.

Job Description And Responsibilities

Copies of staff job descriptions and responsibilities are located in the appendix of this handbook. Please review with your lead teacher and ask for clarification where necessary. Although job descriptions are provided to assist staff in communicating job responsibilities, they are only guidelines and are not intended to cover all tasks or duties you may be assigned. Job descriptions normally change over time as the Center adjusts the program to meet the individual needs of children, parents, and teachers. From time to time, all employees are expected to perform duties and handle responsibilities that are not part of their normal job. If, over the course of the quarter, the new duties and responsibilities remain a significant part of the assignment, the job description will be changed.

Designation Of Authority

In the Directors absence the Assistant Director or designated Lead Teacher will assume full program responsibility. In her absence program responsibility is passed on to a second designated Lead Teacher. In the absence of any Lead Teacher a fully qualified Teacher (12 units ECE -- as defined by Title 22) will be in charge. (see *Organizational Chart* in Appendix). **Full program responsibility means supervision and accountability for all teacher and assistant teacher actions, maintaining a safe environment, and protecting the physical safety of each child.**

Designation of *responsibility for program* further entails familiarity with all emergency procedures in case of fire, earthquake or other natural disaster; or in the event of child injury, illness, or parent failure to pick up child. Supervisory staff are responsible for reporting all messages and activities to the Director.

AT NO TIME MAY SUPERVISORY STAFF LEAVE THE CLASSROOM OR BUILDING SITE WITHOUT VERBAL TRANSFERAL OF RESPONSIBILITY TO THE NEXT IN CHARGE.

Probationary Period

The trial period for new employees lasts up to 90 calendar days from date of hire. During this time, you have your first opportunity to evaluate the Children's Center as a place to work, and management has the first opportunity to evaluate you as a employee. All employment with the Center is at will. This means both you and the Center are free to terminate employment at will at any time.

Each new employee will be evaluated after a three month period. The result of that evaluation will assist both the supervisor and the employee in determining the employee's progress on the job. All employees, regardless of classification, status or length of service, are expected to meet and maintain Center standards for job performance and behavior.

Work Study students and Student Assistants are hired on a quarterly basis. Students may be re-hired each quarter based on prior quarter job performance, classroom staffing requirements and budgetary considerations.

Work Schedules and Assignments

Your hours of employment are determined each quarter based on classroom need and your school schedule. Unless otherwise requested to alter or extend these hours by your supervisor, you are expected to adhere to these hours. Overtime must always be authorized in advance by the Assistant Director. Time off for appointments must be cleared by your supervisor one week in advance if possible. If you must leave work early for any reason, notify your supervisor.

Staffing at the Center is directly related to the number of children enrolled. If the enrollment decreases, it is possible that the number of hours worked by staff would be reduced. In such a case the employee would be paid only for the actual number of hours worked. Student assistant

(SA) work schedules are designed to provide as much caregiver consistency as possible within the campus employment requirement of hiring part-time CSLA student employees. The shifts are between 2-8 hours per day for a total of 20 hours a week or less.
In the interest of providing consistent staffing for the Children's Center the following guidelines will be used when assigning student staff work schedules:

1. SA's must submit available work hours by the end of the 8th week of each quarter. After this deadline new employees will be considered for any hours not yet assigned.
2. Priority consideration will be given to employees who are available for:
   8 hour time blocks, 2 to 3 days per week;
   4 to 6 hour time blocks, 4 to 5 days per week;
3. Staff members must submit the full amount of hours they are available to work even if it exceeds 20 hours. Do not submit limited hours in a time slot you think will be needed in a particular classroom -- this severely limits options in staffing the Center for consistency.
4. SA's must notify the Center if they are employed by other departments at CSLA. Employment in multiple departments may not exceed 20 hours in total.
5. Quarter break hours will be scheduled separately. Available work hours for quarter break must also be submitted by the 8th week of each quarter. Please designate quarter break availability separate from quarter schedules.
6. All vacations and personal need days must be planned during quarter breaks. Any time off during the quarter must be requested in writing two weeks in advance of leave and will be approved pending the Center's ability to find substitutes during your absence.

Each quarter staffing involves juggling up to 20 different schedules into a workable scheme. Please do your part by providing us with as many hours as you can. In return we will make every effort to assign the maximum hours possible to each SA.

Lunch And Rest Periods

Your supervisor is instructed to provide one 15 minute rest period for each four hours worked, scheduled, to the extent feasible, in the middle of the work period. Since the needs of the children are paramount, the supervisor is authorized to adjust rest periods as required by program needs. Budget permitting, the director will provide additional floor coverage during teacher break periods. We ask that you remain in the Center for your 15 minute breaks in case of an urgent need to call you back into the program. A half hour unpaid lunch period will be provided for all work periods lasting longer than 6 hours, except that an employee who works for not more than six hours can agree to waive the meal period.

Lunch and Rest Period schedule:

- 4 hour shift -- One 15 minute paid break.
- 6 hour shift -- One 15 minute paid break and one mandatory 30 minute meal period, unpaid (unless waived).
- 8 hour shift -- Two 15 minute paid breaks and one mandatory 30 minute meal period, unpaid.

Time Sheets

All employees are responsible for signing in upon arrival and signing out when leaving the Center. Hours for the time sheets are then transferred to payroll vouchers which you must review and sign prior to each pay period. Time sheets must be used by all non-exempt employees, and according to California law, preschool teachers are non-exempt. All teachers must sign in and out each day. You must sign out on your time sheet for any break over 15 minutes long, including lunch breaks. Any time you leave the Center you must sign out and sign in when you return (unless leaving on Center business by express permission of the Director).

Salary Schedule

All student assistants are assigned a step on the CSLA student assistant pay scale. This assignment is based on child development units and experience working with children. Full time employees are assigned a step on the UAS pay scale based on position, experience, and training. All employees are evaluated annually with the possibility of merit pay raises at that time.

Keys

Center building and room keys will be issued to persons authorized by the Director to have such keys. Under no circumstances may a key be duplicated or transferred to another individual without proper authorization. Charges will be assessed for lost keys and /or lock changes made necessary by the loss of keys.



PERSONNEL POLICIES

Staff Development

Staff meetings are conducted to facilitate communication concerning the Children's Center program, early childhood theory and practice, child development, and teacher growth and development. Teacher meetings are held weekly and all-staff meetings are held monthly. Staff training is conducted periodically throughout the year to help renew staff energy and thinking about children. Staff meeting attendance and participation are an integral part of your job as a teacher. Open communication, on-going evaluation, sharing of ideas and active listening have a greater impact on the quality of our program than any other single component. Unless excused due to a scheduling conflict with your campus class schedule, attendance at staff meetings is mandatory. All staff are paid to attend any mandatory staff meetings not conducted during normal work hours. Workshop and conference attendance is provided for staff as budget permits.

Employee Benefits

All employees of UAS are provided with benefits as outlined in the *UAS Employee Manual*. These benefits may include paid holidays; paid time off for illness or vacation; medical; dental; and retirement benefits. Student Assistants are not provided with fringe benefits.

Student and staff resources are available on the Student Health Center website.
http://www.calstatela.edu/studenthealthcenter/hotlines-resources-and-treatment-locators
The Student Health Center has many resources including mental health, nutrition, and substance abuse. Full-time benefitted staff may access support resources for general wellness through their medical provider.

Child care is provided for Children's Center employees as follows:

1. All employees must apply for childcare and follow waiting list priority rules. Full time employees receive priority in the faculty/staff category.
2. Full time employees are charged at the student rate.
3. Reduced child care rates are available only for the hours the employee is working at the Center and enrolled in CSLA classes. (Schedule of classes must be provided by employee)

Standards of Conduct

Groups of people who are working together for any purpose require certain guidelines pertaining to their conduct and relationships. Accordingly, we ask that all of our employees be aware of their responsibilities to the Center and to co-workers and engage in direct communication and constructive criticism. All staff must assume responsibility for following guidelines for the safety and well-being of everyone at the Center.

- Work time: Work time is for working! Any conduct which interferes with the work time of a staff person will not be tolerated. Also, staff is not permitted to leave work areas during work time without permission of their supervisor. Work time does not include recognized breaks.

- Work performance: Employees are expected to put in a fair day's work. Unsatisfactory work, poor performance, producing work below standard, loafing or excessive time away from the job, permitting avoidable waste, and lack of cooperation jeopardizes our children and other staff.

- Attendance: Punctuality and dependability are of prime importance to the efficient running of the Children's Center. When employees are late or absent, the functions of the Center cannot continue with the same degree of efficiency that is possible if every employee is on time and at work. If it becomes necessary for you to be late to work for any reason or to be absent from work because of personal business, illness (self or family), or death in the family, you are expected to follow the procedures listed below:
    1. Obtain advance permission from your supervisor whenever possible. Arrange for your own substitute from the phone list provided to you.
    2. In the case of illness, call the assistant director or director at home between 6:30 and 7:30 a.m. If at all possible arrange for your own substitute when ill. However, you must still notify the school of your absence and who your replacement will be.
    3. Notify your supervisor as soon as possible when a death in the family requires you to be absent from work.
    4. When an absence will be longer than one day, notify your supervisor daily or as often as needed to keep him/her informed as to the date of your probable return to work.
    5. A doctor's verification of illness may be required if an employee takes more than two consecutive days of sick leave or if, in the opinion of the employee's supervisor, the absenteeism has been excessive.

- Attitude: All children, parents and visitors should be treated with kindness, friendliness, patience and respect. Staff should refrain from gossip, loud talking and other unnecessary noise and forms of conduct which could disturb the program and detract from the professionalism of the center.

- Confidentiality: It is contrary to the interest of the center and those we serve to give out information regarding children and their parents. Such information should be held in strict confidence and should not be discussed with anyone outside of the center. Inside the center, such information should be discussed only when it will benefit the care we offer the children and the parent, and such discussions should take place only during staff meetings or privately with your supervisor. **At no time will staff discuss individual children or personnel issues with parents at the Center or outside the work environment**. You are also expected not to discuss any problems or concerns in the presence of any child. Maintaining professional conduct is expected of all child care employees. Refer any inquiries on children, their performance, and/or parents to the Director.

- Dress and Personal Appearance: As all employees of the Center are representatives of the Center, CSLA and UAS, it is important that your appearance and attire be neat, clean and appropriate for working with young children, as well as meeting with parents and campus representatives. Lead Teachers and /or the Center Director may set reasonable standards and will have the authority to relieve employees from duty who do not meet the appearance and attire standards.

- Smoking is prohibited in the building and on the grounds of the Child Care Center.

- Telephone Use: Center telephones are to be used for business purposes in serving the interests of our clients and in the course of normal operations. Answer all calls promptly and courteously. We ask that you make personal calls during your break time.

- Parking: The Center parking lot is designated by CSLA as a staff lot. Only people with faculty/staff parking permits and parents are allowed to use our lot.
  1. Students, including student assistants, will be required to use the student lots on campus. There is *Student Parking* out in front of the Center or right across the street in parking lot 5 that is very close and usually empty
  2. All UAS employees – You must purchase a faculty/staff parking permit. Pick up a form from UAS Human Resources, fill it out and take it to the Cashiers office on campus. Your parking permit will be processed immediately and $14.50 will be deducted monthly from your paycheck.
  3. Parking enforcement will be the same here as it is in all other campus lots. We will not be able to do anything for you if you are ticketed.
  4. REMEMBER – parking rules apply 24/7! Officers will ticket <u>any</u> unauthorized use of the lot anytime – even on the weekends!

Disciplinary Action

The Center uses a constructive approach to disciplinary matters to insure that the professional standards of the Center are being met at all times. Any serious violation of Center policy or procedure, or continued unsatisfactory performance, will result in termination in accordance with the Center's at will employment policy. The constructive approach to discipline for corrective action does not require specific steps but may consist of counseling, oral and written warnings, letter of reprimand, demotion, suspension, or dismissal. Although there is no way to identify every possible violation of standards of conduct the following is a partial list of infractions which will result in corrective action.

Actions requiring immediate discharge

Most rules involve common sense and accepted standards of good conduct. Violation of the following rules is considered serious and may result in discharge without prior warning:

1. Striking or abusing a child, humiliating a child, endangering the life of a child, withholding food from a child as punishment.
2. Abusive or inconsiderate treatment of parents, staff or visitors.
3. All program policies regarding child guidance and supervision must be followed. Any reported case of **suspected** child maltreatment, abuse or neglect perpetrated by a Children's

Center staff person will result in the immediate suspension of any contact with children at the Center. Suspension may be with or without pay.

4. Unauthorized removal of property.
5. Unauthorized removal of center confidential information.
6. Refusal to perform assigned work or follow instructions.
7. Gross carelessness or negligence.
8. Willful destruction of property.
9. Sleeping during the supervision of children.
10. Coercing or inciting others to limit work performance or engage in any practice in violation of center rules.
11. Unauthorized absence. Employees must notify supervisory personnel immediately upon necessity of absence. In order for the center to operate effectively, we ask that you keep us informed of your status when you are off work because of illness or injury. If you fail to notify us after three consecutive absences, we will presume you have resigned, and you will be removed from the payroll. Likewise, you must call you supervisor daily while off due to short-term illness or accident, or we will presume you have resigned, and you will be removed from the payroll. If you must leave work for any reason before the end of the day you must inform your supervisor.

Code Of Ethics

The Center adheres to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct. Employees are expected to follow this code when making workplace decisions of an ethical or moral nature. Copies of the *NAEYC Code of Ethical Conduct* are provided for you in the appendix.

Performance Evaluations

You will be asked to complete a self evaluation annually along with the annual performance evaluation completed by your supervisor. Such evaluation will be based on your performance of duties and responsibilities as outlined in the job description along with all goals and objectives established by you and your supervisor. The joint performance evaluation process allows you and your supervisor to discuss your overall performance and summarize the formal and informal performance discussions held with you throughout the review period. This process will review your strengths and also point out ways to improve your performance.

Personnel Files

Child Care Licensing (Title 22 §101217) requires that employee records be maintained at the work site. Employee personnel files are maintained in the Campus Children's Center office. Performance review, change of status records, recommendations, reprimands, and transcripts are some of the records maintained. Employees are responsible for keeping their personnel records up-to-date and accurate. This includes certifications of training, education, permits, health screenings, etc. Employees should notify the Children's Center Office and the Human Resource office of any changes such as: address, telephone number, and family status. These files are

confidential; however, an employee may contact the Center Director and make an appointment to review his/her file. By law, your personnel file is kept for three years once you leave the Children's Center.

Grievance Procedures

Staff are encouraged to discuss their concerns regarding the program with their lead teacher and/or the Director. In the event that the problem is not resolved, you may request a review through the UAS *Dispute Resolution Procedure*. This request for a review must be presented within five days of a final decision by the Director.

Resignation

An employee who resigns should give at least 10 working days notice if he/she wishes to terminate his/her employment without prejudice. This time is required so that an orderly transition can be made.

Social Media Policy

All Children's Center staff agrees to follow our social media policy as stated:

- Do not disclose any confidential, defamatory or sensitive information about Children's Center staff, children, enrolled family members, students, interns or any other person connected to the Children's Center.
- Please use caution when using social media sites that allow sharing personal information or photos. Be aware of all times of how you are representing yourself. If the content seems questionable it is better to err on the side of caution and not post the information.
- No photos of children, enrolled family members, staff, practicum students, interns or any other person connected to the Children's Center without written permission of the person or parent/guardian.

MANDATED REPORTING RESPONSIBILITIES

Suspected Child Abuse Reporting

Child care providers are required by law (§11166 of the State Penal Code) to report suspected child abuse or neglect to the Department of Children's Services (DCS). In the event of reasonable suspicion, both the DCS and the parent will be notified and an investigation will be made. DCS has the authority to "observe and/or interview children, or staff, and to inspect and audit child or facility records without prior consent." As a mandated reporter, you have absolute immunity from criminal or civil liability for reporting suspected abuse as required or authorized. The statutory duty to report is not excused or barred by the professional privilege of confidentiality. The primary intent of the report is to protect the child and help the parent. You will be provided with in-service training on recognizing the signs of abuse so that we may function as responsible reporters, and you should review the handout *Staff Concerns Regarding Abuse* prepared by the Children's Protective Services (see appendix).

Child abuse is defined as:

* a physical injury which is inflicted by other than accidental means on a child by another person.
* sexual abuse, including both sexual assault and sexual exploitation.
* willful cruelty or unjustifiable punishment of a child resulting in physical pain or mental suffering.
* corporal punishment or injury resulting in trauma.
* neglect, including both severe and general neglect.

In the event of reasonable suspicion of abuse the Center will notify both the Department of Children's Social Services and the parent. It is not our job to investigate or place blame. We function as a support system to the child and family during and after the investigation.

If you suspect child abuse or neglect:

1. Staff member will report to the **Lead Teacher or Director** within 24 hours of suspected abuse or neglect.
2. Within 36 hours the Director/Designee will make a verbal and written report to the Child Protective Agency (800-540-4000) and/or the University Police Department.
3. Parents will be notified by the Director/Designee or the Child Protective Agency.
4. No anonymous reports are to be made regarding children at the Child Care Center.
5. The Director/Designee will keep one copy of the reporting form for the child's file and send one copy to the Executive Director of University Auxiliary Services. The Director will also make an oral report to the Auxiliary Executive Director. The Director will make an oral report to the Vice President for Student Affairs when a student parent is involved.
6. All child abuse reports are to remain confidential.

If staff member is suspected of child abuse or neglect:

1. A Staff member suspected of child abuse will be placed on immediate administrative leave.
2. Director/Designee will make the report to University Police, UAS Executive Director and Child Care Licensing.
3. The Staff member will remain on administrative leave until the completion of the investigation.

Notification of Communicable Illness

All classroom parents and staff will be notified in writing of any contagious illness exposure. The nature of the illness will be described along with suggestions for actions to be taken. You will receive training in infectious disease control during your staff orientation meeting, and you must call the Center office to report any illness you may contract while employed at the Center in order to determine if an exposure notice is required for your illness.

Health Department Reporting

Title 17, California Code of Regulations, §2500, requires child care centers to notify the local health authority immediately if they know or suspect a case of any of the following diseases or conditions:

] Hepatitis	] Meningitis	] Rabies
] Epilepsy	] Mumps	] Scarlet fever
] Measles	] Pertusis	] Tuberculosis

For outbreak reporting of occurrences of unusual and rare diseases, see §2502 and §2503 of above manual. The above is a partial listing of required reportable diseases. For a complete list, see §101212 of the SDSS Community Care Licensing Manual.

The Director or designee shall be responsible for reporting all such occurrences to the Los Angeles Department of Public Health: 213-580-9800.

Community Care Licensing Reporting

Upon the occurrence, during the operation of the facility, of any of the events specified in section (a) below, a report shall be made to *Community Care Licensing* within the next working day during normal business hours (Title 22, §101212). In addition, a written report containing the information specified in section (b)below shall be submitted within seven days of the occurrence.

(a) Events reported shall include:

- Death of any child from any cause
- Any injury to any child which requires medical treatment
- Any unusual incident or child absence which threatens the physical or emotional health or safety of any child
- any suspected physical or psychological abuse of any child
- Epidemic outbreaks
- Catastrophes

- Fires or explosions which occur in or on the premises

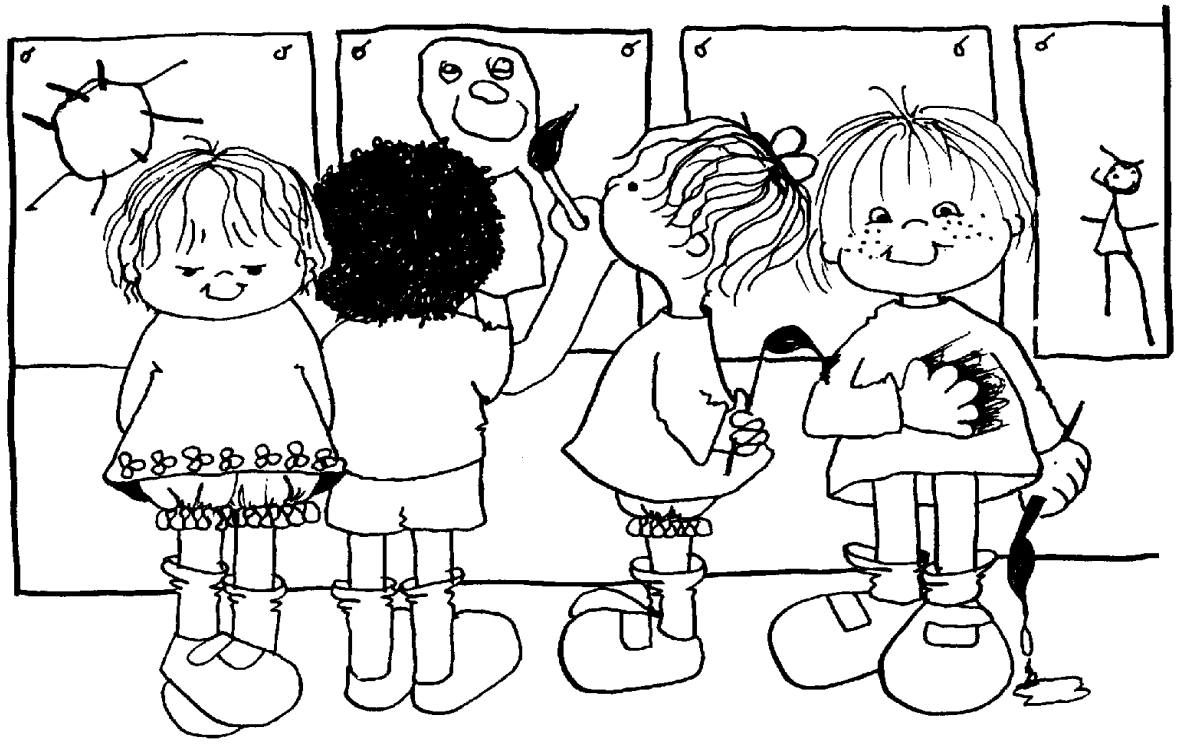
(b) Information provided shall include the following:

- Child's name, age, sex, and date of admission
- Date and nature of event
- Attending physician's name, findings and treatment, if any
- Disposition of case

The Director or designee shall be responsible for reporting all such occurrences. Our local child care licensing agency is located at:

Community Care Licensing Division
L.A. Child Day Care East
1000 Corporate Center Dr. #200B
Monterey Park, CA 91754**Occupational Safety And Health Administration** (**OSHA**)

To protect the safety and health of all employees, federal and state regulations require all safety and injury prevention procedures be posted and followed by all employees. You will find this information on the bulletin board in the staff lounge. Any injury that occurs on the job, no matter how insignificant an injury may seem when it occurs, must be reported to your supervisor or the Director to provide prompt evaluation and obtain medical attention if necessary. **In no circumstance, except an emergency, should an employee leave his or her program without reporting an injury that has occurred.**



HEALTH PROCEDURES

Daily Health Screening

Teachers are required to make an informal health inspection as each child arrives at school. (Title 22, §101326.1) While greeting the child, get on the child's level, touch her skin and look at her general appearance. If the child appears ill, talk to the parent to determine the child's health status before the child is left at school for the day. Things to look for when doing a health screening include:

- listlessness
- visible rash
- excessive coughing or runny nose
- feverish appearance or warm to the touch
- verbal complaints of not feeling well
- parent reports child is not feeling well
- signs of injury such as noticeable bruises or cuts

Note: If the child is not well enough to participate fully in the day's activities, including outdoor play, the parent may not leave the child at school. Also, if the child has had any of the following symptoms or illness in the previous 24 hours the parent may not leave her at school:

~ fever	~ nausea or vomiting	~ impetigo
~ earache	~ severe coughing	~ strep throat
~ diarrhea	~ conjunctivitis (pink eye)	~ head lice/eggs (untreated)
	~ rash of unknown origin	

Exclusion Guidelines

In the event a child develops any of the symptoms listed below, a teacher will contact the parent to have the child picked up. While waiting for the parent to arrive, the teacher will isolate the child and complete a symptom record on a *incident report*. (Title 22, §101326.2).

To take a child's temperature, follow the instructions found in the appendix. For additional information, a list of *Guidelines for Exclusion From Day Care* appear in the appendix.

* Symptoms and signs of possible severe illness - such as unusual lethargy, uncontrolled coughing, irritability, persistent crying, difficult breathing or wheezing
* Diarrhea - this means more than one abnormally loose stool that cannot be contained in underwear
* Severe Coughing - child gets red or blue in the face. Child makes high-pitched croupy or whooping sound after he/she coughs

* Conjunctivitis (pink eye) - tears, redness of eyelid lining, irritation, followed by swelling and discharge of pus
* Fever - 100F oral, 101F rectal
* Unusual spots or rashes
* Infected skin patches - crusty, bright yellow, dry or gummy areas of skin
* Vomiting
* Head lice or scabies (severe itching of body or scalp or scratching of the scalp) - lice treatment must be completed (shampooing with a proven pediculicide) and all nits removed from hair. Treatment must be repeated in 7-11 days but does not require removal from school as long as there is no reinfestation.
* Impetigo - until 24 hours after treatment has been initiated
* Strep Throat - until 24 hours after initial antibiotic treatment and cessation of fever
* Chicken pox - until 6 days after onset of rash or until all sores have dried and crusted
* Pertussis - until 5 days of appropriate antibiotic treatment (currently erythromycin) to prevent an infection have been completed
* Mumps - until 9 days after onset of parotid gland swelling
* Hepatitis A virus - until 7 days after onset of illness or as directed by health official
* Measles - until 6 days after onset of rash
* Rubella - until 6 days after onset of rash

If the child has any of the following symptoms and DOES NOT have a fever call the parents to ask if they are aware of the symptom and obtain any information they have about the child's condition or diagnosis.

- Unusual behavior - child is cranky or less active than usual. Child cries more than usual. Child feels general discomfort or just seems unwell.
- Yellowish skin or eyes
- Sore throat or trouble swallowing
- Unusually dark, tea colored urine
- Gray or white stool
- Headache and stiff neck
- Loss of appetite

Illness First Aid

* Fever - cool down without chilling. Remove child's outer clothing, wrap in light cloth that is damp with tepid water if necessary. Observe child closely, watch for signs of looking "poorly" and possible seizures.
* Vomiting - offer supportive care, give nothing by mouth. Encourage slow deep breathing if possible. Call parents.
* Cough and colds - two areas of concern:
    * -Croup (loud barking cough) -- call parents. Keep child near humidifier or in steamy room if possible (run hot water in sink to steam up bathroom).

    - -Epiglottis - child looks bad, drooling, won't lie down, difficulty breathing. Needs emergency treatment fast. Call paramedics or take directly to emergency room. Do not look in throat. Opening mouth can cause immediate closure of airway.
- Seizures - seizures are self-limiting, they will stop by themselves. Care is supportive. Keep child from hurting himself, lay on left side and aspirate if possible. Pay attention to how child looks, how long seizure lasts, and what happened just before. Call parents immediately.
- Coma - place child on left side, if injury is suspected immobilize torso. Contact paramedics. Try and find out events leading up to the coma.

When the Director is not in the office to assist with emergency or illness, use the emergency file in the office for information and procedures for contacting parents. Be familiar with emergency procedures so that you may act quickly in the event of a serious accident or illness.

Re-Admittance To School

Good communication with parents is essential when determining their child's health status. Upon the child's return to school the admitting teacher must question the parent regarding the child's symptoms to assess whether or not to readmit the child. It is important to follow common sense guidelines in this assessment. Tact and discretion are called for when assessing reentry to school.

Ask questions regarding the progression of symptoms, any medication given, and time the last medication was given. Consider the appearance of the child -- does he/she look well? Question the parent thoroughly on the previous day's symptoms. Did the child improve as the day went by or did the symptoms worsen? If a child went to bed with a temperature or vomiting that child should not be considered well just because he/she woke up symptom free. Temperatures often go up as the day progresses. Also, the child may be on a medication which masks symptoms.

It is important to decide on whether or not to readmit while the parent is present. If the teacher decides to not admit the child the parent must take the child at that time. If you are not sure about re-admission it may be helpful to point out your areas of concern to the parent and then ask, "do you feel your child is well enough to come back and have a good day?" Remember -- parents really do know whether or not their child is well. They may lose their objectivity because of concern for their child or job pressures, but when asked direct questions regarding their child's health they are usually helpful.

Please use this same assessment technique over the phone when parents call before bringing their child in. It can be especially helpful to a parent to be able to call school early and get accurate information about whether or not to bring their child in to school after an illness.

REMEMBER -- in most cases the decision to readmit is a co-decision involving parent, teacher, and child. However, the teacher is responsible for the health of the general classroom population and therefore must make the final decision when re-admission is questionable. When in doubt, request a second opinion from the Director.

Medication Policy

Lead teachers may administer medicine if requested by a parent and if the parent completes the permission form each time a medication is brought into the Center. All prescribed medications must, by law, be dispensed in child-resistive safety containers, labeled with the child's name, the name of the drug, and the directions for its use. Prescription and non-prescription medications will not be administered to a child without the written order of a physician that indicates the medication is for that specific child. No medicine, including vitamins, may be administered by a child. All medications will be centrally stored in a safe place inaccessible to children. Refrigerated items are kept in the kitchen refrigerator in a locked box. Medications not needing refrigeration are kept in the classroom in a metal locked box.

Medication will be administered at school only when the following guidelines are followed:

1. Prescription medication - the prescription must be made out for the child in question, dated pertinent to the current illness, and the dosage clearly marked. Prescriptions for siblings or other family members will not be given, nor will medication in "sample" bottles or bottles other than the prescription container.
2. Over-the-counter medication will be given only if the medication has a prescription label stating the child's name, dosage, and dates pertinent to illness. Pharmacists will type a label to clarify dosage, etc., without doctor's prescriptions.

For all situations involving medication, release forms must be filled out and signed by the parent.

All medications are to be kept locked in the refrigerator. At no time is medication to be left lying within reach of the children. When a parent asks you about giving medication to his child, please have him/her fill out a *Medication Request Form*. Give this form to child's Lead Teacher. She will post the information on the bulletin board and supervise the dispersal of any medicine.

Medication will be dispensed by authorized teachers only. **Part-time or substitute staff may not give medication to children**. The Lead Teacher in each area is responsible for making sure medication is given at the proper time and proper dosage, and that written record is made of that fact.

If there is ever any question regarding medication dispersal, please check with the Director.

Exclusion Of Ill Staff

Please inform your Lead Teacher if you are taking medication on your work day. Although aspirin is available in the office when necessary, it is best to avoid working with young children when you are on medication as it can make you drowsy. You also need to complete a medical emergency form for your file in the event that you become seriously ill at work and we need to contact someone on your behalf.

Staff who is too ill to work should be sent home and excluded from the program. Staff may return to work once they are not contagious. Absence from work for more than 3 days requires a doctor’s note.

Essential Education Regarding Infectious Diseases

Teachers, parents and children must be educated regarding blood borne pathogens, contagious diseases and the health policy in effect at school. Educating parents and children with the following information will help assure a healthy environment and promote compassion for others. For a list of infection transmission in child care centers, see the appendix. Adults need an understanding of typical childhood contagious diseases including transmission and symptoms; blood-borne pathogens; acceptance of the importance of notification; the school contagious disease policy; and how to positively reinforce children's education regarding contagious disease. Children need to know that their body is special and private to them; the importance of washing away germs and following positive health habits; hygiene and sanitation practices. Under no circumstances should children share pacifiers, toothbrushes or "mouthed" personal items.

Disease and epidemics are transmitted by microorganisms. A number of these microorganisms have the ability to adapt and resist common treatment, and this adaptability makes the goal of finding a cure very difficult. Blood borne pathogens are microorganisms (virus, fungus, bacteria, parasites) present in human blood capable of causing a variety of disease in humans. At the child care center, we are primarily concerned with the Human Immuno-deficiency Virus (HIV), the Hepatitis B Virus and the Tuberculosis bacilli. There is the possibility that students, teachers and parents could be exposed to disease while dealing with an injury at the child care center. Therefore, we have designated paid staff as the only persons allowed to perform first aid and personal care needs with children. No volunteers, practicum students, or parent volunteers are to provide first aid. All staff realize that rendering first aid is not their primary job assignment but a collateral duty (See Group I Employee in Center's *Blood Borne Pathogen Exposure Plan*). **Universal precautions will be observed by all child care center employees to minimize/prevent exposure to blood and other infectious materials** (CAL/OSHA regulations).

Group 1 employees are defined as all full time administrative and teaching staff. Only Group I employees are considered designated first aid providers. To further minimize potential infection, all Group I employees who have occupational exposure shall be offered the Hepatitis B vaccination series within 10 days of beginning classroom duties. Group II employees are all assistant teachers, office staff, cooking staff and volunteers. These employees shall not handle injuries under normal circumstances. If you are a group II employee and you see an injured child take them to a full time teacher for first aid.

Hand Washing

All staff, participating adults and children must wash their hands frequently while at the Center. Germs grow in warm, moist places, especially on palms, between fingers and under nails. Moist germs enter the body through the mouth or nose. Hand washing removes germs from hands before they touch food or utensils which go into the mouth. Surfaces and equipment handled by others contain germs and lead dust. In a group child care setting, the viruses responsible for colds circulate rapidly, especially during the winter months when we tend to remain indoors for longer periods of time. The virus concentration in respiratory secretions is usually highest 2 to 3 days before a person develops symptoms of illness. As a result, the classroom air and everything your bare hand touches picks up germs. Hand washing is the single most effective method of reducing

illness and the spread of germs. Children should be instructed and assisted to wash hands just as adults. The proper hand washing procedure is:

1. Remove rings (Suggestion: wear rings on necklaces during work hours)
2. Wet hands with running water
3. Use liquid soap (antibacterial may be helpful during cold and flu season)
4. Wash from front to back of hands to finger tips using a scrubbing, over-and-under motion and rinse with running water
5. Continue washing for at least 20 seconds
6. Dry hands with paper towel (common towels may not be used)
7. Use paper towel for turn off faucet
8. Dispose of paper towel in a closed, lined trash can

Wash hands before:

* beginning work with children for the day
* any food assistance, preparation or consumption
* diaper changing or assisting with toileting
* setting out sheets and blankets for naptime
* leaving the school

Wash hands after:

* wiping/blowing noses
* diaper changing or assisting with toileting
* removing disposable latex gloves
* personal toileting
* yard supervision
* handling any soiled paper or clothing
* sneezing or coughing into one's hand
* contact with body fluids (vomitus, etc.)
* handling a pet to remove germs found in saliva and feces
* leaving work for the day

Sanitation Procedures

All staff must follow appropriate sanitation procedures for the health and safety of everyone attending the Center. For example, toxic materials, soaps, detergents and cleaning compounds must be stored where inaccessible to children and away from food supplies. All dishes and utensils used for eating must be cleaned and sanitized after each use. Each classroom stores one spray bottle of cleaning solution and one spray bottle of disinfectant in the locked cupboard above the sink. These are used in the sanitation of tables, chairs, counters, walls, and water tables.

Garbage cans should be lined and have lids (foot operated preferred). Any can without a lid must be for office paper use or art project paper scraps. Children and adults are to be instructed to place tissues, paper towels, napkins, food stuffs and Band-Aids in a can with a lid. Contaminated items (paper towels from wiping a contaminated surface, tissue with blood, etc.) must be placed into a sealed or tied plastic bag and deposited into a lined garbage can with a lid.

*Items to be sanitized **daily***

* counter tops and edges
* table surfaces and edges
* sinks and toilets
* soiled areas
* items placed in mouth
* bathroom doorknobs
* all water tables used for water play

*Items to be sanitized **weekly***

* trash can and lid

* mats and cots
* well-used toys

Soiled laundry should be bagged separately in a tied plastic bag and placed in the child's cubby. If possible, launder sheets on a daily basis. If not, separate sheets and launder weekly or when soiled. Launder blankets weekly or when soiled. When laundering, add a small amount of bleach to the water.

Bedding shall not be shared by different children. Bedding must be marked with individual child's name or fitted with a clean sheet daily to prevent contamination due to contact. Cots must be disinfected weekly or daily if soiled or wet. (Title 22, §101339.1)

Latex Gloves

The issue over whether and when to use disposable gloves in a child care setting has been a matter of controversy among health and child care experts. The American Academy of Pediatrics Task Force on Pediatric Aids does not recommend that gloves are mandatory for contact with urine, stool, vomit, nasal and oral secretions - provided they are not contaminated with blood. In preparation of this section many factors were considered including liability, child self-esteem, risk tolerance, budget, individual comfort levels, infection control and misconceptions. The following guidelines are therefore provided for your information. Gloves should be worn under the following circumstances:

- blood-related injuries
- when adult has a break or cut in the skin
- when assisting with toileting involving a stool*

*While hand washing provides protection against infection transmitted through feces, gloves are suggested as there are situations where blood may not have been anticipated or recognized.

Gloves used for infection control should be made of latex and be disposable. Gloves should never be washed or reused. A new pair of gloves should be used for every situation. Gloves should be turned inward by removing from wrist to fingers, wrapping one glove inside the other while removing, and disposed of immediately in a covered, lined trash can. Disposable latex gloves are located throughout the school and in the:

- children's bathroom
- staff fanny packs worn while supervising outdoor play
- first aid kits
- fanny packs for field trips

Handling Blood-Related Injuries

Be aware of broken or cut skin areas on your hands. Skin lesions or wounds should be covered with a bandage. Speak to injured children in a calm voice with reassuring messages. Educate children, parents and volunteers to get a teacher in case of blood injuries. Remind children not to touch another person's blood. For the safety of the children and yourself, only Group I staff are permitted to handle blood injuries at school. When a blood-related injury occurs:

1. Put on disposable gloves.
2. Calmly ask anyone who has come in contact with the blood to wash his or her hands.
3. To avoid having blood splashed or vomited into one's eyes, nose or mouth, turn the child away from your face.
4. Disinfect any surface that has been contaminated by blood.
5. Dispose of all soiled items in a sealed plastic bag.
6. Place sealed plastic bag into a lined garbage can with a lid.
7. When gloves are not available-create a barrier between your hands and the blood using any immediate items around you such as washcloth, paper towels, napkins, clothing (yours or the child's) and thoroughly wash hands with soap.

What to do if exposure to blood occurs? If direct contact occurs (person-to-person contact via infected blood, body fluid, mucous membranes or the skin) we will assume that blood is contaminated. Report the incident to the Center Director by the end of your work shift and follow the steps outlined in the Center's *Blood Borne Pathogen Exposure Plan*. Employers must offer the Hepatitis B vaccine at this time to any employee believed to be exposed to contaminated blood, and if an employee refuses the vaccine, a waiver must be signed.

Note: Infection through the skin cannot take place unless you have a break in the skin, or a port of entry.

Biting

Clear guidelines for handling children who are persistent biters are established for the management and elimination of this difficulty. When dealing with a biting child lead teachers will:

- provide written information to parents
- provide any deadlines in connection with the guideline
- state clearly the manner in which staff will work with child
- state clear suggestions for parental follow-up at home
- educate staff regarding how to work with biters
- require consultation with therapist, if necessary

When a bite occurs:

1. Rinse area thoroughly
2. Monitor the bite (Call parent immediately if signs of infection)
3. If bite breaks the skin, contact parent of the injured child by telephone. Tell parent that her child has been bitten and the bite has broken the skin and suggest that the parent notify the child's pediatrician.
4. Document information concerning the bite, including telephone call to parent and action taken.

Note: The possibility of transmission of the AIDS virus through biting is remote, however for education and protection, this information is provided.

Handling Food

No one with signs of illness (including vomiting, diarrhea, open infectious skin sores) or who is known to be infected with bacteria or viruses that can be carried in food will be responsible for food-handling. Food preparers will not change diapers and vice versa. Hand washing routines of food preparers will be monitored by Lead Teachers at least once a week. Hand washing sinks will be separate from food-preparation sinks. Refrigerators will be maintained at a temperature below 40° F, and freezers below 0°F. Refrigerators will be kept clean, sanitary and maintained according to Health Department guidelines. All eating utensils will be washed in the dishwasher. Cutting boards must be made of a nonporous material, scrubbed with hot water and sanitized. All food storage will make use of air tight, labeled containers.

All meals will be served "family style" with each food item being made available to each child. Teachers are to check for food allergies and post in the classroom. Food returned from individual plates and family-style serving bowls is discarded. Drinking water is accessible to children who can serve themselves and offered between meals to all children, while indoors and outdoors. Water will be dispensed by drinking fountains or individual drinking cups. (Title 22, §101227 and §101427)

Handling Pets

Any pet or animal present at the facility, indoors or outdoors, shall be in good health, show no evidence of carrying any disease, and be a friendly companion for the children. No ferrets, turtles, birds from the parrot family, or any wild or dangerous animals may be kept at the center due to the increased possibility of spread of illness and/or bites from these animals. All pets shall be cared for properly and animal cages shall be of an approved type with removable bottoms which must be kept clean and sanitary. The living quarters of animals shall be enclosed and kept clean of waste to reduce the risk of human contact with this waste. Animal litter boxes are not to be located in areas accessible to children. Caregivers must always be present when children are handling pets. Children are to be instructed on safe procedures to follow when in close proximity to pets, such as learning how to handle them gently, and how not to provoke them or remove their food. Pet food supplies must be kept out of reach of the children. Pets shall be prohibited from food preparation, food storage, and eating areas. Children and adults shall wash their hands immediately after handling any animals or animal wastes.



ACCIDENT PREVENTION AND FIRST AID

The Children's Center policies of health and safety are based on the belief that the health and safety of children are part of the learning process. By establishing limits and standards within the daily routine, the health and safety of the children is maintained. Staff should always be alert to the total situation and make sure that all areas are supervised.

Injury

If a child is injured while at the Child Care Center the parent or guardian will be notified of the injury and specific instructions regarding action to be taken will be elicited at this time. If the parent or guardian cannot be reached the Center will notify the person designated as the child's emergency contact for information. The Center maintains first aid supplies sufficient to care for minor injuries. Minor injuries will be noted on an *Incident Report Form* and a copy will be given to the parent.

Incident Report Forms

This form is used to inform parents of any minor injuries the child has received at school. The form must be completed by the teacher who witnessed the episode and signed by the lead teacher. The original is placed in the parent's mailbox, and the copy goes to the office. The intent of the form is to notify parents of what happened, how the accident occurred and what steps were taken to aid the child. It is inappropriate to include the name(s) of other children involved on the form. Give the form to the Lead Teacher to sign. One copy is to be placed immediately in parent mail box. Leave the other copy for the secretary to file.

First Aid

In case of minor accidents while at school, each classroom is equipped with a first aid kit. All Group 1 employees (full time staff) may treat minor wounds and abrasions providing you wear gloves if blood is present. Any time a child is involved in an accident, the attending teacher must complete an *Incident Report.* The following first aid supplies are located in the classroom cupboards, over the sink area:

- Band-Aids
- Liquid soap (Ivory)
- Thermometer
- Cotton gauze
- Alcohol (for disinfecting thermometer only)
- Disinfecting ointment (not to be used under general circumstances)
- Tweezers

* Remember to record all injuries on *Incident Report Forms* *

First Aid Procedures:

1. For minor cuts and abrasions: cleanse with soap on moist cotton ball and rinse with running water. Band-Aid if bleeding persists. If it is a bad scrape, such as on the knee, be sure to get the area clean, then apply a small amount of medicated ointment (Neosporin) and a Band-Aid. Take note of where and how the accident occurred.
2. More severe cuts with bleeding: apply pressure with cotton or a clean paper towel. Extreme bleeding elevate area if possible and apply pressure at pulse point. Notify the Director and follow Emergency procedures.
3. If a child falls... a little fall or a big one... allow him/her to get up by him/herself. Go to the child calmly and reassure him/her. If the child is seriously hurt he/she will know what part can be moved and what part can't. If the child isn't seriously hurt, getting out of his/her own predicament will help greatly.
4. When the child is seriously hurt, conscious or unconscious, do not move him/her.
5. If any hard bumps are received, even though the child seems to recover spontaneously, report immediately to the Director.
6. Nosebleed: place cool cloth on forehead and apply pressure to lower sides of nostrils (on bumps) for a full 5 to 10 minutes uninterrupted. Have child sit up and lean slightly forward.
7. Human bites: clean area with soap and apply cold compress.
8. Insect bites: if you can see the stinger pull it out. Apply cold compress -- nothing else. Watch for allergic reaction (coughing, shortness of breath, hyperactivity, flushed, progressive reddening of area). Allergic reactions can be very swift and dangerous -- get medical help immediately.
9. Splinters: do not bother any that will not come out readily with tweezers (in the first aid cabinet). Wash area thoroughly with soap and leave alone.
10. Burns: apply cool water and then dry the area. Never apply ointments of any kind. Severe burns or electrical burns -- call paramedics.
11. Foreign bodies: eyes -- flush with water from inner to outer corner of eye. Ear and nose -- (beans, seeds, bugs, etc.) leave alone. Contact parent.
12. Fractures, dislocations: there will be point tenderness at place of injury. Check the joints above for movement and color. Splint it where it lies including joints above and below injury. Apply ice. Contact parents and/or Paramedics.
13. Head injuries: if unconscious check **A**irway, **B**reathing, and **C**irculation. Assume neck is broken and immobilize entire torso. Call Paramedics. If conscious but shows signs of vomiting, sleepiness, or pale color contact parents.

Accident Prevention Policies

Common sense and close observation lead to a safe environment for children. Familiarize yourself with the following suggestions for providing children with a safe program.

Supervision:

* Always keep in mind the number of children in your immediate group. Know where each one is and what she is doing.
* Children are not to go out of, or play on, the gates or fence around the playground.
* Do not leave a group for whom you have assumed responsibility without telling another adult that you are going.

* Never leave a group of children unattended by a designated adult in authority.
* Pets are to be handled only with a teacher in attendance. Teachers must instruct children in careful and appropriate handling of pets.
* No children are allowed in the kitchen unless accompanied by an adult.
* There are prescribed areas for various activities and generally, they should be conducted there. (Example: painting at the easel or table, clay at the clay table, sand in the sand box, bikes in the wheel toy area, etc.)

Movement:
* Always be alert to prevent children from running in front of trikes, slide, swings, etc.
* Help keep the floor free of scattered blocks or toys not in use.
* An adult should be available to guide movement flow of children in one direction on balance beam, tumbling mat, ladder, slide, trikes and other equipment to prevent bumping into one another.
* No throwing of anything that could injure others or damage property.
* No banging into things with wheel toys. Children should sit on bikes.
* Block building should not go higher than the child's head.
* Children must have both hands free when climbing. You may need to show a child where to place her hands and feet when climbing in order to teach her the safest way to get up and down.
* Wipe up spills on floor as soon as noticed to prevent falls.
* Do not permit children to stand on chairs or table tops.

Sharp Objects:
* Remind children to always walk while holding scissors, sticks, shovels, or other sharp objects.
* Scissors are to be used at the table only.
* Sharp knives, adult scissors, and work tools are to be regarded as potential sources of injury and need to be kept out of children's reach.
* Knives used by children in cooking projects will need to be supervised by an adult.
* Remove broken toys; watch for splinters, protruding nails, etc.
* Use non-breakable dishes in the sandbox.

Choking:
* Children need to be instructed to keep small objects out of their mouths.
* No peanuts or other nuts should be served to children under three years of age.
* Children are to remain seated while eating, for choking can occur if they run or fall while eating.
* No balloons are allowed in the program because of choking hazard, should they burst.

Poisoning:
* Store all chemical products out of reach of children, and keep them in their original containers for identification purposes.
* Keep phone number of poison control center by school phones for emergency use.

Warm and Cold Weather:

* On warm sunny days, don't allow children to get overheated. Encourage them to drink extra water. Teach appropriate use of drinking fountain.
* In cold weather make sure children wear warm protective clothing before allowing them outdoors.

Guidelines For Preventing Sunburn

Young children are more likely to get sunburned than adults but everyone should avoid prolonged skin exposure to sun. Areas such as the face, shoulders and backs of knees are more likely to burn than other areas, and children susceptible to burn should use sun block. Sun block should be kept in the first aid cupboard and the product should contain a number of 15 or more. Do not apply sun block to broken skin.

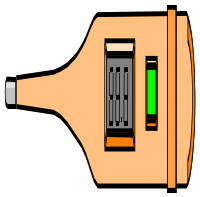
It takes several hours for a sunburn to show, therefore watching for reddening of the skin is not a dependable way to tell when a child has been in the sun too long. The sun's rays are most intense from 11 AM to 2 PM. Clouds won't stop the sun from burning either. Plan playtime in the shade, and provide frequent fluid intake and skin cooling measures such as a cool bath or cold compresses applied 3-4 times a day for 10 minutes during hot weather.

Guidelines For Heat Exhaustion And Dehydration

After prolonged exposure to high temperatures, children may have one or more of these symptoms of heat exhaustion:

*pale and clammy skin	* headache	* weakness
*heavy sweating	* nausea	* dizziness
*fatigue	* vomiting	* muscle cramps

Avoid heat exhaustion and dehydration by encouraging children to drink liquids and cool off frequently. Provide small amounts of clear liquids at least every 2 hours. Achieve quick and sanitary cooling by having children play under a sprinkler or using cool water on paper towels to remove perspiration and oil from their skin. Thirst is not a good indicator of dehydration because a child can become dehydrated before becoming thirsty. Check a child's frequency of urination and urine color (concentration) to determine fluid needs. Normally, the urine of a child should be pale yellow or colorless, and urination should occur every 2-3 hours. Dark yellow (concentrated) urine is a sign the body is dehydrated. If dehydration or heat exhaustion symptoms occur, move the child to a cool, shaded area and call the parent immediately.



EMERGENCY PROCEDURES

Each adult in charge shall assume responsibility for care in any emergency that occurs on school property or during school functions. If the Lead Teacher is not available contact should be made with another classroom adult or with the Director for back up. Emergencies are not pre-planned events. Therefore know these policies well and be prepared to act in advance of emergency situations.

All staff members are responsible for learning the emergency procedures for the school, and familiarizing themselves with the evacuation plan (see appendix).

Emergency Medical Information

It is the policy of the Center to immediately attempt to reach either the parent or identified authorized individual whenever a child is either sick or injured. All parents enrolling children in the Center must complete an *Emergency Form* which supplies the following information:

1. Parent locator information (class schedule or work information)
2. Parent telephone numbers
3. An authorized adult other than parent who can act in an emergency situation
4. A statement authorizing the Center to seek emergency treatment in the absence of the parent or other authorized individual
5. Authorized individuals who may pick-up the child from the Center

Dire Emergency

If the nature of the sickness or injury is such that the staff believes that immediate medical attention is necessary, the University Police will be called immediately and told to send an ambulance.

You contact campus police by dialing 911 directly.

When the University Police or a supervisor arrives, relate what information you have and remain available to assist as necessary. The Police will assume responsibility for summoning additional assistance, moving or removing the individual, or taking any other action that is necessary.

Parents should be contacted as soon as possible with information regarding their child's condition and location.

Consultation

In situations where the appropriate cause of action is unclear, call the Student Health Center at ext. 3-3300 for additional guidance.

After the incident

Be sure your supervisor receives a full report on the event. Make notes if necessary to help you recall time and circumstances.

Emergency Procedures In The Event Of Fire

The Center has developed emergency procedures in accordance with the University Police in the event of a fire or an earthquake. These procedures will be practiced with the children at regular intervals, and you need to make sure you understand your role. A copy of the Center *Evacuation Plan* follows in the appendix.

In case of fire, children evacuate the building under the direction of their teachers quickly yet calmly . When the alarm sounds:

- **Teachers** -- direct children nearest to you out of the building and be alert for fearful children. Help children walk in an orderly fashion to the meeting place on the central grass strip in the front parking lot.
- **Lead Teachers** -- take role sheet and direct assistants to move children outdoors. Check restrooms and classrooms to make sure all children have exited. Close all doors behind you as you leave to contain the fire. Move all children to meeting area in front parking lot and contain in a group until you receive "all clear" signal. Check sign-in sheets to be sure all children are present.
- **Administrative Assistant (or "A" room Lead Teacher)** -- take sign-in sheets and parent locator file box from desk in office. Check restroom and copy room as you evacuate building through the front lobby doors.
- **Kitchen Personnel** -- Check kitchen and kitchen restroom to be sure everyone has exited. Close kitchen doors behind you as you leave. Check hallway restroom and exit through the lobby doors to meeting area in front parking lot.
- **Director (or designee**) -- Notify campus police (911) to alert fire department and to direct trucks. Check office area and exit through lobby. Check with Lead Teachers for roll call. Check safety of building and provide teachers with the OK to re-enter the building.

Last person to exit each room should close doors behind them. Do not open smoking or hot doors. If fire spreads or smoke becomes heavy, move children to a safe area away from fire and out of traffic patterns of fire fighters. Stay calm - check for injuries and apply first aid. In the event that you may not reenter the building send a designated staff member to take the parent locator information to the campus police to notify all parents for pick up.

Water and gas shut-off's are on south side of building next to Staff Lounge door. Electrical shut-off is located in back of preschool in locked utility closet.

Procedures in Case of an Earthquake

After the shaking stops:
. During shaking children and teachers must "duck and cover".

After shaking:

- If classrooms are outside, they are to stay where they are (do not leave the yard until directed to do so) and move away from the building.

- If classrooms are inside they are to meet in the following locations (avoid overhanging ceilings and buildings whenever possible):
- Eucalyptus, Maple, Magnolia leave the classroom and meet in the courtyard.
- Mulberry is to move to their back yard with the possibility of exiting out the front gate at the top of the hill.
- Bamboo is to move to their backyard close to the gate away from the building.
- Bonsai is to meet in the side yard if they are in the small room side. If they are in the center room then they are to move to the front area near the creek.
- Kitchen is to meet in the courtyard.
- Office takes the emergency box outside and then delivers the sign in sheet notebook to each classroom.
- If the alarm goes off during the earthquake then everyone is to remain evacuated until it is checked. Staff is not authorized to reset the alarm—it must be checked by the alarm company. The building must be authorized for entrance before anyone enters again.
- Whenever there is an aftershock, the school must follow the same evacuation procedures each time.

In Case of Lock Down

- If it becomes necessary for a lock down, Assistant Director and Program Coordinator will notify everyone to go inside their classroom. We will say "inside" to the children.
- Director will contact campus police(call 911).
- Teachers are to take all of the children into the classroom quickly and calmly.
- Teachers should close all the blinds, try to keep the children calm and lock their doors.
- Administrators will check that all classroom doors are locked (if possible).
- Office Staff and Kitchen staff should all meet in the Program Coordinator's Office. This door will be locked.
- Everyone is to remain in the classroom or office until an "all clear" is received from campus police.

- Remain with children until all children have been called for. Keep written information on the identity and destination of each person picking up a child in order to pass this information on should a second person come for the child at a later date. The last staff to leave should leave this information posted for any child who was called for by someone other than the parent. Post by taping the information on the front door, or any obvious undamaged area.
- Do not use phone except for emergencies.
- In the event that you must leave the children's center area go to the central evacuation site in parking lot 5. Take children's files and any necessary supplies with you.

In Case of Active Shooter

- Call Campus Police 323-343-3700 (please program on cell phone)

- **RUN** –if it is safe and possible based on the location of intruder, plan to run in the other direction. Look for alternate exits (Mulberry gate, upper yard gate). Run and get to a safe location.
- **HIDE** –If it is not safe to run you may need to barricade (use furniture, secure doors with flip flops, belts, shoe strings).
- **FIGHT** – break things, throw things, use anything as a weapon.

In Case of Power Failure

In the event of power failure the school is equipped with battery operated backup lights in key traffic areas. In addition each classroom and office area has a battery operated lantern for portable lighting. In the event that the building becomes too dark for safe program operation parents will be called to pick up their children. Call campus police at 343-3700 for assistance in this matter. If the office phones do not work use the pay phone in the hall to notify facilities (343-3440) and campus police (343-3700) of the power failure.

Procedure In The Event Of A Missing Child

In the event of a missing child or children, notify the director immediately and conduct a search of the entire building and grounds. If this search does not discover the child, the campus police should be immediately notified and provided with a detailed description of the child. Next, the child's parent(s) should be alerted. All staff will cooperate in search efforts in every way possible as long as the safety of the remaining children is secure, and until such time as their help is no longer required.

***A good and necessary general rule for safety*: prohibit any activity which will cause injury (physical or emotional) to self or others, or will damage property.**

SAFETY PROCEDURES

Field Trip Safety Procedures

We believe it's important to enhance children's learning through exposure to the outdoor environment. Walks are part of our curriculum, and the rules vary depending on the age of the child. These walks offer children an opportunity to participate in a small group activity full of natural wonder. Field trips at the Center are confined to walking trips around the University grounds or to nearby locations. These walks provide a change of pace for the children and are taken only when there is enough adult supervision to safely supervise the group. When leaving the school grounds the Lead Teacher must fill out a *Campus Walk Form* stating where the class is going, the time that they are leaving, the approximate time they expect to return, and the number of children and teachers going on the walk.

Procedure for walks:

- Complete *Campus Walk* form and attach to parent sign-in.
- Xerox a copy of the daily sign-in sheet to take with you.
- Wear a fanny pack with tissue, sunscreen, first-aid items and change for telephone for an emergency.
- Wear a watch and return promptly.
- At least one teacher must remain at the Center if all children have not arrived, or arrangements must be made with another class to receive late children.
- Any field trip which requires children to cross a street must have the children holding hands and the teacher standing in the center of the crosswalk with arms outstretched as the children walk in between the white lines. At no time may any child run across the street or walk across a street alone.
- Ratios will be 6:1 at a minimum for the "B" and "C" room; 4:1 for the "A" room. The classroom teacher may determine the ratio if, in the teachers judgment, more adults are needed.

Procedure for driving trips:

- Only Magnolia, Maple and Eucalyptus groups will take trips requiring driving off campus
- All vehicles must have a seat belt for each child
- State vans will be used if driven by state employees
- Budget permitting, buses will be used for transportation
- Parents permission and emergency information forms will be signed and taken on the trip
- Each vehicle will be equipped with a first aid kit
- Each vehicle will have at least one staff person with CPR and First Aid training
- Ratios will be 4:1 at a minimum

Visitors

Parents are encouraged to visit the Center. This facilitates communication between home and school and makes the child feel very special. While parent notification of visits is helpful, parents are free to come and go from the Center exclusively at their own discretion.

All other visitors to the Center must check in at the office first before going to the classroom, or with the Lead Teacher in the event that there is no one available in the office. This includes relatives of the child unless they are visiting with the parent in attendance or unless they are designated to pick the child up from school. Practicum students and students visiting to observe the program must sign in at the office and wear a name tag. Child Care Center staff members' friends or relatives must check in at the office before visiting.

Classroom Cooking

The kitchen has equipment available for cooking projects. All classroom cooking activities are to be closely supervised. Cooking and art activities involving appliances should be limited to four or five children with one adult. When in use, both the appliance and the cord should be out of the flow of traffic and an adult must sit next to the appliance at all times. Electric cords should be unplugged when not in use. It is advisable to have a fire extinguisher or baking soda near when using a hot plate or electric skillet, particularly during candle making and batik activities.

Outdoor Play Areas

Outdoor play is a key ingredient in our curriculum and the health and education of young children. When you are outdoors, the safety of the children is your primary responsibility at all times. In order for you to supervise effectively, you need to (1) position yourself near the action but not in it, (2) be aware of the entire outdoor area and who is "in charge" and (3) refrain from chatting with co-workers. To ensure safety, you also need to sweep and remove the sand from all hard surfaces every day including the play structure and ramps.



RELEASING A CHILD FROM THE CENTER

Procedure For Releasing A Child From The Center

All staff must be familiar with procedures for releasing a child to a person other than the parent. In the event that a person not cleared to pick up a child refuses to leave or insists on taking the child the teacher must call campus police immediately.

Children are to be released for pick-up only to parents, or persons designated on the child's registration form and emergency information card. In the event that any other person is to pick up the child, a release form must be filled out in advance. Parents are requested not to phone this information in. Release forms should be filled out by the parent on the day the child is to be picked up by someone other than the designated persons in the child's file and given to the teacher on duty. **Parents are responsible for notifying the person who will pick up the child that they will be asked for identification before the child will be released to them. Teachers are responsible for checking identification on any adult with whom they are not familiar who is picking up a child from the Center**. Make sure this identification matches with the person designated on the release form or registration form.

In case of emergency, parents may need to call in a request to release the child to someone other than the parent. In this event the person picking up the child must be PREVIOUSLY listed on the child's registration sheet and/or emergency information card. DO NOT RELEASE THE CHILD UNLESS THE PARENT HAS DESIGNATED THIS PERSON PREVIOUSLY IN WRITING. NO CHILD IS TO BE RELEASED TO ANYONE WITHOUT A SIGNED CONSENT BY PARENT OR LEGAL GUARDIAN. WHEN THERE IS ANY CAUSE FOR DOUBT CHECK WITH THE DIRECTOR BEFORE RELEASING THE CHILD.

Note: At no time may a staff member sign-out and/or remove a child from the Center.

Intoxicated Parent

It is difficult to predict under what circumstances a court would impose liability on a provider for releasing a child to an authorized but intoxicated (under the influence of drugs or alcohol) person. It is unclear whether the provider's duty to protect the child's health and safety over-rides the parent's right to take the child away from the facility. Recommended actions are:

1. Delay the person's departure until she or he is sober
2. Volunteer to call either another person on the child's emergency form or a friend, relative or taxicab to pick-up the child and parent
3. If the person refuses to cooperate or acts threateningly, it will be necessary for you to make a judgment as to what a reasonable person would do under similar circumstances concerning releasing the child
4. In the event that the child is released to the suspected parent, write down the license plate number and report the information to police immediately
5. If the problem continues, discuss the matter with the parent and advise them that if corrective steps are not taken, the child will have to be withdrawn from the center

Unauthorized Person

When an unauthorized person demands release of a child, in order to avoid civil or criminal liability, a provider should take all reasonable steps to resist the person's demands. Recommended actions:

1. Stay calm
2. Explain that both the law and the center rules prevent the release of a child to any unauthorized person
3. Explain that the only exception would be if the parent has signed a written authorization and verified orally with the provider
4. Call the custodial parent and inform him or her about the situation
5. If the parent confirms that the person is unauthorized, try to stall the person until the parent arrives without releasing the child
6. If the person abducts the child by force, get a detailed description of the unauthorized person, record the person's license plate and take note of the direction in which they went and immediately notify police

Procedure For Children Left At Center

Within 10 minutes after the normal closing hour of the Center, the teacher in charge is to begin calling persons identified on the Emergency Card supplied to the Center at the time of the child's enrollment. Both primary and secondary numbers will be called repeatedly. This procedure will be followed until one hour after the Center's closing or earlier depending on season or circumstances.

If the parent or other authorized person cannot be reached within that time, and/or if the child has not been picked up by that time, the teacher in charge is instructed to call the University Police (ext. 3-3700).

By prior agreement with Campus Police, a police vehicle will be dispatched to the Center and both the teacher and the child will return to the Security Office with the officer. The teacher will have left a note in a prominent location at the Center indicating where the child has been taken.

The teacher and child are taken to the Security Office primarily for safety reasons. One and one half hours after closing time, both the teacher and the officer in charge are authorized to contact Child Protective Services (1-800-540-4000). The teacher and the officer in charge are authorized to release the child to these authorities upon their arrival.

Checklist For Staff When Going To Campus Police:

- Take identification and emergency information from the child's file
- Notify Director or Lead Teacher, if possible.

EMPLOYEE HEALTH AND SAFETY

No employee wants to have an accident or cause someone else to have one, but carelessness on the part of an employee can result in accidents and personal injury. Safety, on the other hand, is the proof of an employee's skill and good judgment. When employees perform their work in a safe way, they have accepted the personal responsibility of protecting themselves, their fellow workers, and Center equipment from accidents and injury.

In order to form the habit of working safely, you as an employee should do the following:
1. Always use personal safety equipment provided.
2. Report all dangerous conditions.
3. Report all accidents, even minor ones.
4. Suggest ways to prevent accidents.
5. Watch the bulletin board for safety information.

Safety Practices

It is the policy of CSLA and UAS to provide safe working conditions for all employees and to promote continuous, vital safety awareness at all levels of administration. The Children's Center is responsible for: (1) providing a safe environment for children, teachers and parents, (2) maintaining a safe environment, (3) developing and providing ongoing staff training, (4) enforcing all regulatory regulations and (5) providing safety information in writing to all employees. Employees are responsible to read and understand all Center safety and health regulations to assure their own personal safety and a concern for the safety of others. Employees who take safety seriously, report potential dangers, request a review of conditions, etc. are held in the highest regard by management. Under no circumstances would an employee be reprimanded, demoted, fired or discriminated against for reporting safety issues. Employees who do not treat safety seriously, do not follow Center policies and practices, or who operate in an unsafe manner are subject to established disciplinary action. The following areas require your attention:

Storage

Proper storage is essential for safety purposes as well as ease of locating specific materials when needed. Remember to:
1. Stack all materials safely inside and on shelves
2. Never stack on the tops of wall unit shelving which is above your head
3. Always return items to their proper storage area
4. Keep tools in a locked area inaccessible to children
5. Maintain any staff storage area in a safe and orderly fashion

Housekeeping

The foundation for a safe and pleasant place to work is good housekeeping:
1. Materials will be kept out of aisles and not be stored against doors
2. Equipment will be returned to its proper storage area after each use
3. All spills will be cleaned immediately (refrigerator, shelf, floor, etc.)

4. Good housekeeping will be exercised within employee's work area
5. All employees are responsible to see that the classroom is thoroughly cleaned and materials properly stored at the end of each day.

Lifting and Carrying
Extreme caution is necessary whenever you are lifting and carrying heavy children and objects. Employees need to be aware of the proper methods to use when lifting and carrying to avoid injury or stress. In general, moving heavy objects (furniture & equipment) is to be avoided by Center staff. When lifting heavy objects is necessary and a professional mover is unavailable:
1. Prior written approval must be given by your supervisor.
2. Caution will be exercised to avoid injury when carrying objects.

Machine Operating
1. Use of machines or equipment is restricted to those employees who have been trained in their use.
2. Immediate notification must be given to your supervisor regarding any unsafe equipment
3. At no time may parents or children be allowed to use office equipment

Handling of Hazardous Chemicals

Cleaning materials, detergents, aerosol cans, pesticides, health and beauty aids, poisons, and other toxic materials shall be stored in the original labeled containers and shall be used according to the manufacturer's instructions and for the intended purpose. They shall be used only in a manner that will not contaminate play surfaces, food, or food preparation areas, and that will not constitute a hazard to the children. When not in actual use, such materials shall be kept in a place inaccessible to children and separate from stored medications and food.

The children's center shall provide workers with hazard information, as required by the Occupational Safety and Health Administration (OSHA), about the presence of toxic substances. This information includes the identification of the ingredients of art materials and disinfectants. This information may be found at the center's *Right to Know Station* which is located in the kitchen by the employee rest room. Any new employee must be trained before starting to work with hazardous chemicals, and any affected employee should have a training update to cover new products being introduced. All training will be documented.

On The Job Injuries

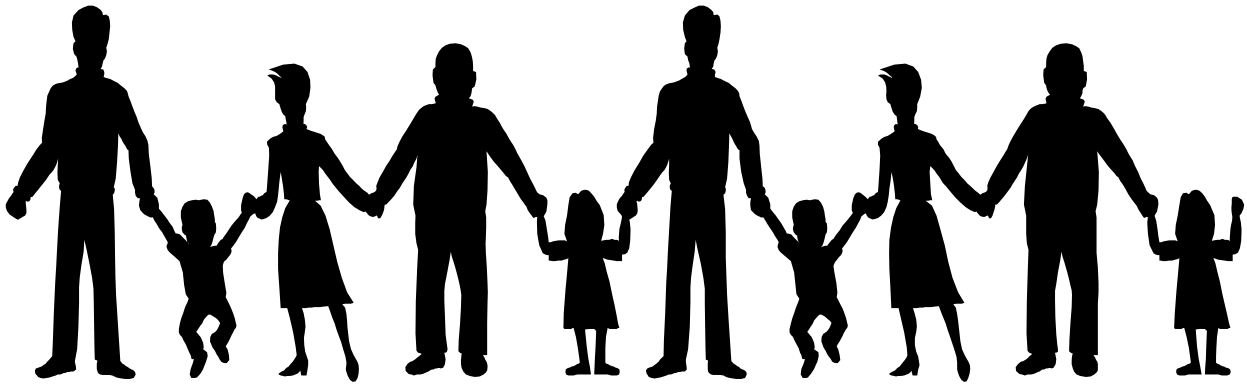
If you have an on-the-job injury, you must comply with the following:
1. Report the accident as soon as possible to your supervisor.
2. Do not seek medical assistance until you have first notified your supervisor or CSLA Health Center (ext. 3-3300).
3. For first aid go the campus Health Center for treatment.(call first, ext. 3-3300).
4. Call Campus police to transport injured employee to the Health Center.

5. *UAS employees:* For more serious injury, or if the Health Center is unavailable, go to Alhambra Hospital at 100 South Raymond. Report to Alhambra Industrial Health, located in the hospital. (Phone 818- 570-1606 or 818-458-4792.)
6. Notify the UAS Human Resource Office immediately to make an injury report (ext.3-2528).
7. *CSLA Student Assistants*: Follow same procedures through step 3.. If Health Center is unavailable report to Orthopedic Hospital, 2400 South Flower St., Los Angeles; 2130742-1161.
8. *Student Assistants* notify CSLA Human Resource Management immediately to make an injury report (ext.3-3657; Denise Watson-Cross)
9. **Notify all medical providers that this is a work related injury.**

Children's Center Record Keeping

We will keep the following information on file indefinitely:

1. Documentation of staff health and safety training (name, date, signature)
2. Routine facility inspection log for fire, earthquake drills and supplies



APPENDIX

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN'S (NAEYC) CODE OF ETHICAL CONDUCT

SOUTHERN CALIFORNIA AEYC MEMBERSHIP INFORMATION

CHILDREN'S CENTER ORGANIZATIONAL CHART

STAFF CONCERNS REGARDING CHILD ABUSE REPORTING

JOB DESCRIPTIONS

SAMPLE EMPLOYEE EVALUATION FORMS (STUDENT ASSISTANT AND UAS)

UAS DISPUTE RESOLUTION PROCEDURE

EVACUATION PLAN

HOW TO OPERATE A FIRE EXTINGUISHER

SAMPLE CHILD INCIDENT REPORT

SAMPLE CAMPUS WALK FORM

SAMPLE MEDICATION FORM

ILLNESS GUIDELINES FOR EXCLUDING FROM DAYCARE

INFECTION TRANSMISSION IN CHILD CARE

HEPATITIS B INFORMATION

UNIVERSAL PRECAUTIONS

CLEANING AND SANITIZING INSTRUCTIONS

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UNIVERSAL PRECAUTIONS

CLEANING AND SANITIZING INSTRUCTIONS

POSITION STATEMENT

naeyc

Code of Ethical Conduct and Statement of Commitment

Revised April 2005

A position statement of the National Association for the Education of Young Children

Endorsed by the Association for Childhood Education International

Preamble

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The **NAEYC Code of Ethical Conduct** offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The **Statement of Commitment** is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education.

The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at www.naeyc.org/about/positions/pdf/ethics04.pdf.)

Core values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture,* community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

* The term *culture* includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

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Conceptual framework

The Code sets forth a framework of professional responsibilities in four sections. Each section addresses an area of professional relationships: (1) with children, (2) with families, (3) among colleagues, and (4) with the community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that context. The introduction is followed by a set of ideals (I) that reflect exemplary professional practice and by a set of principles (P) describing practices that are required, prohibited, or permitted.

The **ideals** reflect the aspirations of practitioners. The **principles** guide conduct and assist practitioners in resolving ethical dilemmas.* Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, can provide the basis for conscientious decision making. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with professional judgment.

The ideals and principles in this Code present a shared framework of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed, and in so doing supports ethical behavior in our work. Practitioners who face situations with ethical dimensions are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Often "the right answer"—the best ethical course of action to take—is not obvious. There may be no readily apparent, positive way to handle a situation. When one important value contradicts another, we face an ethical dilemma. When we face a dilemma, it is our professional responsibility to consult the Code and all relevant parties to find the most ethical resolution.

Section I

Ethical Responsibilities to Children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

Ideals

I-1.1—To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.

I-1.2—To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.

I-1.3—To recognize and respect the unique qualities, abilities, and potential of each child.

I-1.4—To appreciate the vulnerability of children and their dependence on adults.

I-1.5—To create and maintain safe and healthy settings that foster children's social, emotional, cognitive, and physical development and that respect their dignity and their contributions.

I-1.6—To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit children.

I-1.7—To use assessment information to understand and support children's development and learning, to support instruction, and to identify children who may need additional services.

I-1.8—To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.

I-1.9—To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.

I-1.10—To ensure that each child's culture, language, ethnicity, and family structure are recognized and valued in the program.

I-1.11—To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.

I-1.12—To work with families to provide a safe and smooth transition as children and families move from one program to the next.

* There is not necessarily a corresponding principle for each ideal.

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Principles

P-1.1—Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. *This principle has precedence over all others in this Code.*

P-1.2—We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure.

P-1.3—We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.4—We shall involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information.

P-1.5—We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children's learning and development.

P-1.6—We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation.

P-1.7—We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet a child's needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success. (Aspects of this principle may not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.8—We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.9—When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made.

P-1.10—When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

P-1.11—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

Section II

Ethical Responsibilities to Families

Families* are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

Ideals

I-2.1—To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

I-2.2—To develop relationships of mutual trust and create partnerships with the families we serve.

I-2.3—To welcome all family members and encourage them to participate in the program.

* The term *family* may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

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I-2.4—To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.

I-2.5—To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.

I-2.6—To acknowledge families' childrearing values and their right to make decisions for their children.

I-2.7—To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.

I-2.8—To help family members enhance their understanding of their children and support the continuing development of their skills as parents.

I-2.9—To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

Principles

P-2.1—We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.

P-2.2—We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do—which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3—We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4—We shall involve the family in significant decisions affecting their child.

P-2.5—We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.

P-2.6—As families share information with us about their children and families, we shall consider this information to plan and implement the program.

P-2-7—We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.

P-2.8—We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.

P-2.9—We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.

P-2.10—Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.11—We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.

P-2.12—We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.13—We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.

P-2.14—In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.15—We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

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Section III

Ethical Responsibilities to Colleagues

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace.

A—Responsibilities to co-workers

Ideals

I-3A.1—To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.

I-3A.2—To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

I-3A.3—To support co-workers in meeting their professional needs and in their professional development.

I-3A.4—To accord co-workers due recognition of professional achievement.

Principles

P-3A.1—We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.

P-3A.2—When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

P-3A.3—We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4—We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

B—Responsibilities to employers

Ideals

I-3B.1—To assist the program in providing the highest quality of service.

I-3B.2—To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code.

Principles

P-3B.1—We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.

P-3B.2—We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.

P-3B.3—We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

P-3B.4—If we have concerns about a colleague's behavior, and children's well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague's attention, we shall report the colleague's unethical or incompetent behavior to an appropriate authority.

P-3B.5—When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program's administration or, when necessary, other appropriate authorities.

C—Responsibilities to employees

Ideals

I-3C.1—To promote safe and healthy working conditions and policies that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem in staff members.

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I-3C.2—To create and maintain a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3—To strive to secure adequate and equitable compensation (salary and benefits) for those who work with or on behalf of young children.

I-3C.4—To encourage and support continual development of employees in becoming more skilled and knowledgeable practitioners.

Principles

P-3C.1—In decisions concerning children and programs, we shall draw upon the education, training, experience, and expertise of staff members.

P-3C.2—We shall provide staff members with safe and supportive working conditions that honor confidences and permit them to carry out their responsibilities through fair performance evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3—We shall develop and maintain comprehensive written personnel policies that define program standards. These policies shall be given to new staff members and shall be available and easily accessible for review by all staff members.

P-3C.4—We shall inform employees whose performance does not meet program expectations of areas of concern and, when possible, assist in improving their performance.

P-3C.5—We shall conduct employee dismissals for just cause, in accordance with all applicable laws and regulations. We shall inform employees who are dismissed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6—In making evaluations and recommendations, we shall make judgments based on fact and relevant to the interests of children and programs.

P-3C.7—We shall make hiring, retention, termination, and promotion decisions based solely on a person's competence, record of accomplishment, ability to carry out the responsibilities of the position, and professional preparation specific to the developmental levels of children in his/her care.

P-3C.8—We shall not make hiring, retention, termination, and promotion decisions based on an individual's sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation. We shall be familiar with and observe laws and regulations that pertain to employment discrimination. (Aspects of this principle do not apply to programs that have a lawful mandate to determine eligibility based on one or more of the criteria identified above.)

P-3C.9—We shall maintain confidentiality in dealing with issues related to an employee's job performance and shall respect an employee's right to privacy regarding personal issues.

Section IV

Ethical Responsibilities to Community and Society

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.

The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children—with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as "collective."

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Ideal (Individual)

I-4.1—To provide the community with high-quality early childhood care and education programs and services.

Ideals (Collective)

I-4.2—To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

I-4.3—To work through education, research, and advocacy toward an environmentally safe world in which all children receive health care, food, and shelter; are nurtured; and live free from violence in their home and their communities.

I-4.4—To work through education, research, and advocacy toward a society in which all young children have access to high-quality early care and education programs.

I-4.5—To work to ensure that appropriate assessment systems, which include multiple sources of information, are used for purposes that benefit children.

I-4.6—To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights and greater social acceptance of responsibility for the well-being of all children.

I-4.7—To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.

I-4.8—To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles (Individual)

P-4.1—We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2—We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3—We shall carefully check references and shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.4—We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.5—We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

P-4.6—We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

P-4.7—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

P-4.8—We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

P-4.9—When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10—When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

Principles (Collective)

P-4.11—When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these practices.

P-4-12—When we have evidence that an agency that provides services intended to ensure children's well-being is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

P-4.13—When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

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Glossary of Terms Related to Ethics

Code of Ethics. Defines the core values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work.

Values. Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live.

Core Values. Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they make a contribution to society. There is a difference between personal values and the core values of a profession.

Morality. Peoples' views of what is good, right, and proper; their beliefs about their obligations; and their ideas about how they should behave.

Ethics. The study of right and wrong, or duty and obligation, that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimensions of relationships.

Professional Ethics. The moral commitments of a profession that involve moral reflection that extends and enhances the personal morality practitioners bring to their work, that concern actions of right and wrong in the workplace, and that help individuals resolve moral dilemmas they encounter in their work.

Ethical Responsibilities. Behaviors that one must or must not engage in. Ethical responsibilities are clear-cut and are spelled out in the Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing).

Ethical Dilemma. A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

Sources for glossary terms and definitions

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NAEYC Code of Ethical Conduct Revisions Workgroup

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Statement of Commitment*

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

* This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

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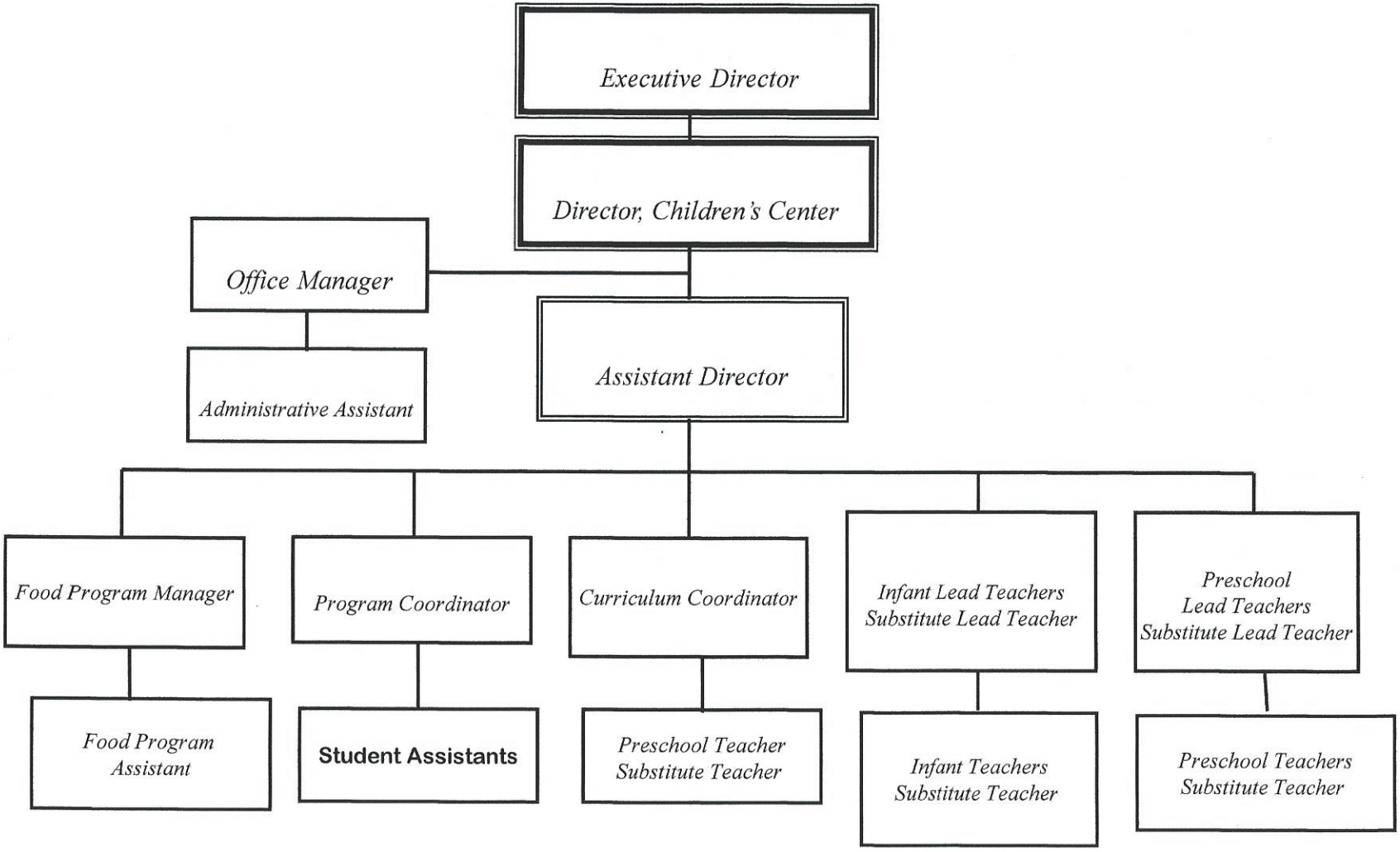
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NAEYC occasionally rents its mailing list to commercial firms to distribute information regarding early childhood-related products and services. Generated revenues are used to support NAEYC Activities.

☐ I would like to have my name removed from the list

University Auxiliary Services Organizational Chart
Anna Bing Arnold Children's Center



May 2017

STAFF CONCERNS REGARDING ABUSE

- *What if I am wrong?*

  A child care provider who reports "suspected" abuse in good faith cannot make a "wrong" report. In most states, those who made reports in good faith are immune from civil or criminal liability.

- *What will happen to the child?*

  Each case is handled individually. Depending on the severity of the abuse and other assessments of the family a decision will be made whether to remove the child for safety reasons. In some cases, an adult may be removed from the home. In most cases, services to the family will focus on rebuilding family relationships.

- *What good is my report?*

  Child care workers often feel powerless in the process of reporting. Each report causes a disruption to an abusive situation and alerts authorities to the potentially abusive families. Sometimes the impact of your report will not show effect until much later, possibly after the child has left your care. It is important not only to look at immediate result and changes, but at long term effects a single report may have.

- *Will my report cause a parent to harm the child further?*

  This is often a concern and sometimes a problem. If this is a fear, convey this to the authorities. You make your report so they can assess this danger. In reality, there is probably more harm to be done if a report is not made. To the parent it may seem that you are condoning their treatment of the child.

- *Should I report emotional abuse or neglect?*

  If in doubt, YES. This type of abuse and neglect is difficult to substantiate, but if unreported it is likely that no change will be made in the treatment of the child. Be aware of other kinds of abuse or neglect (physical, sexual) that may be occurring with the same children. In some cases, providing education and information to the parents can be a role the child care provider and child protective services can assume.

- *What do I do to help an abused child heal?*

  Many child care providers are left with a feeling of helplessness, and powerlessness when they are to care for abused or neglected children. Responsible reporting is only one role; effective programming for the abused child is another very important role. Training resources for this information should be sought.

ASSOCIATED STUDENTS, INC
CHILDREN'S CENTER
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Children's Center Job Descriptions

DIRECTOR

Position Summary

The director assumes formal administrative responsibility for the overall operation of the Children's Center program, conducts the business affairs of the program and provides leadership in planning and directing the child development program workforce. The director is the educational leader of the program and provides guidance in integrating the philosophy and goals of the child development program with the developmental needs of the children. The director provides for the health, safety and nutritional needs of the children as well as the social service needs of the family. The director maintains rapport with the parents of the children attending the program and establishes and maintains open lines of communication with the campus and local community. The director assesses organizational performance and plans for the short and long term development of the Children's Center program.

Essential Duties:

Administration and Management

- Identifies the roles and relationships of federal, state and local regulatory agencies in the administration of the child development program and ensures compliance with all applicable licensing and funding regulations.
- Responsible for delegating authority and responsibility according to the programs organizational chart.
- Communicates to parents and staff members both verbally and in written form clearly defined operating policies and procedures and makes policy decisions.
- Plans for short term and long term development of the program.
- Keeps informed on new trends, ideas and issues in education, child development, business, economics and demographics.
- Establishes an evaluation plan to assess organizational performance of the child development program on a continual basis, and includes staff and parents in process.
- Has overall responsibility for facilitating the human relations component of the child development program, and provides techniques and strategies to build commitment, trust, respect, openness and information sharing between the staff members.
- Establishes and maintains both the informal and formal lines of communication within the program and the campus and local community.
- Implements constructive approaches to conflict resolution and deals with conflicts and confrontations promptly.
- Assists University in teacher training and internship programs.

Business Management

- Prepares the projected annual operating budget, monitors the accounting of income and expenditures on a monthly basis, and prepares required child development financial reports.
- Initiates and supervises fund raising activities as well as writes grant proposals.
- Develops and contacts prospective funding sources. Makes budget presentations to funding sources as needed.
- Supervises facilities planning, operation and maintenance.
- Maintains an advertising and public relations program to promote enrollment.
- Develops admission procedures and policies.
- Monitors childrens enrollment and attendance to maintain full enrollment.

Staff Management

- Implements procedures for recruitment and selection of personnel.
- Determines needed staff positions based on appropriate adult child ratio.
- Supervises and consults with the teaching staff in the curriculum planning, classroom management, and the day to day program operation.
- Implements the employee performance evaluation procedure and involves staff members in self-evaluation and the evaluation of classroom management.
- Plans regular staff meetings and follows a prepared agenda with staff members contributing to the agenda.
- Interprets and implements personnel policies and maintains personnel records as required.

Children's Program

- Integrates the philosophy and goals of the program in relation to the developmental stages and cultural and linguistic diversity of the children.
- Implements a procedure for orienting the children to the child development program and includes a pre-enrollment visit for the children.
- Supervises the planning and implementing of the annual curriculum goals and objectives ensuring that the daily curriculum supports the program philosophy.
- Supervises classroom management procedures appropriate to the age and diversity of the children including: creating the learning environment, teaching techniques and strategies, interactions among staff and children, discipline, use of materials and space, and the daily schedule.

Family and Community Involvement

- Develops and supervises the procedures for interviewing prospective parents and for sharing information about the child development program.
- Establishes and supervises the parent orientation program which provides parents, both verbally and in writing, with an overview of the child development program components, the operating policies, procedures and practices, etc.
- Supervises the conducting of parent-teacher conferences and assures that the conferences are conducted at least twice year.
- Maintains the Parent Advisory Committee and assures that officers are elected annually and that regularly scheduled meetings are held.
- Develops and supervises the procedure for communicating with the community through a variety of means such as interpreting the program and goals to visitors, arranging for events sponsored by the program as a service to the community, and acting as a resource to the community, etc.

Support Services

- Supervises staff members who are responsible for reviewing and updating the health history and physician reports for each child including immunizations verification.
- Develops and supervises the procedures for observing the daily health of the children upon arrival as well as keeping the staff members updated on the current health status of each child.
- Develops and supervises the procedure for referring families to community social service and health agencies and assures the documentation of referrals and follow up services.
- Assures that information contained in the child's file is held in confidence and used only for purposes required by the child development program.
- Develops and supervises the safety program for the child development program which addresses the safety issues in the Center's environment.
- Supervises the planning and implementing of a sound nutritional program developed to meet the nutritional needs of the children according to State guidelines.
- Assures that the food program is culturally and developmentally appropriate for the ages of the children served.
- Develops and supervises the procedures for food purchasing, storing, preparation and serving processes, and record keeping of the food program.

Qualifications

Education : Must have a Master's degree from a four year college/university with major in Child Development or Early Childhood Education and a valid State of California Children's Center Administrative Permit.

Experience: Five years experience as an administrator in the field of ECE. Must possess the ability to teach University level courses in ECE.

Special Requirements: Must show proof of passing a pre-employment T.B. test, a physical examination, and fingerprinting. First Aid and CPR certification are required within 60 days of employment.

Physical Requirements: Must be able to sit for extended periods of time and lift or carry up to 25 pounds.
Must be able to hear a child calling for help.
Must be able to see a child on the playground.

Knowledge/Abilities: Ability to motivate others and inspire their confidence and cooperation.

Ability to easily establish rapport with and respect for children and their parents.
Must demonstrate effective public speaking, writing, and management skills.



PROGRAM COORDINATOR

Position Summary

Under the general supervision of the Director, the Program Coordinator is responsible for providing support for management of the child development program. The Program Coordinator will supervise the hiring, training and evaluation of student-assistant teaching staff; maintain staff schedules; supervise parent participation; maintain safety documentation and order classroom supplies. The Program Coordinator will represent the Center at campus and community presentations and will be required to produce written communications about the Center.

Responsible to:

Children's Center Director

Essential Duties

Staff Supervision:
- Responsible for recruitment, hiring, firing and supervision of student assistants and work-study employees.
- Orient new student assistants, work-study employees and professional staff to program philosophy, job responsibilities and health and safety practices.
- Oversee the evaluation and on-going training of student assistants.
- Keep student employment records updated.
- Keep staff members informed of policy and procedural changes.
- Transmit an understanding of the philosophy of the Center to all.
- Provide expertise, advisement and share in presiding at all-staff meetings.
- Provide assistance for Co-Teachers and others as related to their work with children and parents.

Administration:
- Oversee the maintenance of a safe and clean environment.
- Maintain a log of all activities related to safety.
- Coordinate the publication of a quarterly newsletter.
- Order classroom supplies while using the budget as a guide for all purchases.
- Assist Director in assuring that planned and unexpected expenditures are within budget limits and inform Director of purchasing needs.
- Present Center information at Student Services Orientations and other campus events.
- Assume daily responsibilities of Director, Office Manager or Co-Teachers in their absence.
- Maintain the Center library of children's books and teacher resources.
- Prepare quarterly staff schedule based on children's schedules, student's available hours and Center needs.

Parent Education/Involvement:
- Design and manage the Parent Participation Program.
- Develop and distribute written materials for parents, communicating policies, procedures and parent education information.
- Encourage parent involvement in all areas of the Center program, including parent education workshops.
- Provide resources for parenting and keep an updated library for parents.
- Meet with parents to discuss problems with children.

General Responsibilities and Self-Development:
- Responsible for written and verbal communication with director.
- Attend staff meetings and conferences.
- Represent the Center at all Parent Advisory Committee (PAC) meetings.

- Participate in all PAC events.
- Seek out course work and utilize University resources for self-development.
- Be involved in professional organizations in Early Childhood Education.
- Provide information for observers and visitors.
- Perform other duties as assigned.

QUALIFICATIONS

Education:	Minimum Requirements: Bachelor's degree in Child Development or a related field. Children's Center Supervisory Permit or equivalent.
Preferred Education:	Masters degree in Child Development or a related field. Parent Education experience.
Experience:	Three years experience as a preschool teacher; supervising children and implementing program. Three years experience working with parents and volunteers. Experience with children and parents of varied cultural, social and economic backgrounds. Experience in directing and coordinating the work of other adults in a preschool program.
Special Requirements:	Clerical skills and PC literacy. Must be able to pass a pre-employment TB test and a physical examination. First Aid and CPR certification are required at time of employment.
Physical Requirements:	Must be able to sit for extended periods of time. Must be able to lift and carry up to 25 pounds. Must be able to hear a child calling for help. Must be able to see a child on the playground.
Knowledge/Abilities:	Demonstrated ability to establish a rapport with, and respect for, preschool children. Ability to assume the responsibility of the Director in his/her absence. Must demonstrate effective public speaking, writing and management skills.

This position is established on a 12-month basis with appropriate staff benefits.

CURRICULUM COORDINATOR

Position Summary

Under the general supervision of the Director, the Curriculum Coordinator of the Anna Bing Arnold Children's Center is responsible for developing curriculum and providing support for classroom projects. The Curriculum Coordinator must demonstrate the ability to extend the range of creative and expressive curriculum at the Center. This individual must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and adults, and be willing to carry out their responsibilities in accordance with the school's educational philosophy and mission. This position is also responsible for coordinating and leading the efforts of a team unit. This position requires supervision of other teachers and the ability to act in place of the Program Coordinator in her/his absence.

Responsible to

Children's Center Director

Essential Duties

- Is responsible working with classroom teachers and children to implement projects and activities appropriate for children between ages one to eight; evaluates the developmental growth of the children

and organizes activities which meet their individual needs; supervises the daily routine of the children's activities, creating environments where children can function and learn on their own and at their own rate of development.

- Teaches children to use a variety of creative media to express themselves;
- Encourages children to feel a sense of accomplishment by creating art that is admired for its beauty and uniqueness;
- Observes child interest and provides support for extending project work and developing expressive ideas.
- Teaches children to communicate visually and creatively what they may not be able to communicate verbally.
- Develops documentation of children's work and expressive vocabulary.
- Meet with the Director on a regular basis to discuss daily operations and to review proposed recommendations for change.
- Is responsible for maintaining the Center in an inviting and orderly manner and for supervising the physical plant to ensure it complies with health and safety requirements.
- Participates in weekly staff meetings.
- Provides on-the-job training to student assistants.
- Provides supervision of practicum students to aid in the development of their skills and abilities, and in the performance of their assignments; evaluates their performance and records findings.
- Maintains developmental records on children for assessing their growth and for use in conducting parent conferences.
- Equips and maintains the atelier with appropriate creative expressive materials.
- Develops and participates in parent education programs.
- Design a program which respects each child's cultural and ethnic background and supports diversity in a non-biased manner.
- Know proper emergency protocol and be able to act accordingly in the absence of the Director (or Program Coordinator).
- Attend all staff meetings, in service and parent meetings.
- Supervises other teachers and assistants in place of the Program Coordinator in his/her absence.
- Performs other related duties as assigned.

Qualifications

Education:	B.A. degree from a four year college/university with major in Child Development or Early Childhood Education. A minor in art or art education is preferred. Must hold valid California Children's Center Master Teacher Permit.
Experience:	Three years experience working with parents and teachers in a licensed agency with a preschool environment.
Special Requirements:	Must be able to pass a pre-employment T.B. test and physical examination. First Aid and CPR certification are required at time of employment.
Physical Requirements:	Must be able to lift a child who weighs up to 40 pounds. Must be able to hear a child calling for help. Must be able to see a child on the playground.
Knowledge/Abilities:	Ability to motivate others and inspire their confidence and cooperation. Ability to easily establish rapport with and respect for children and their parents. Ability to create a feeling of confidence and self esteem in children and their families. Ability to encourage creative self expression.

This position is established on a 12 month basis with appropriate staff benefits.

OFFICE MANAGER

Position Summary

Under the general supervision of the Director, the Office Manager of the Anna Bing Arnold Center will support the director in the day-to-day management of the center. This individual will perform a variety of secretarial functions of a responsible and difficult nature involving independent judgment and requiring the application of a comprehensive knowledge of a variety of policies, procedures and precedents. She/he will assist in maintaining rapport with the families of the children attending the program and maintain open lines of communication with the campus and community.

Responsible to

Children's Center Director

Essential Duties

- Serve in a support capacity to the Director.
- Answer telephones, screens visitors and questions, and serves as a general resource person for parents and staff as to policies, fees, attendance requirements, etc.
- Maintain employment files and children's files.
- Prepare all personnel/payroll forms for transmission to the Auxiliary Personnel Office.
- Handle inquiries for child enrollment; processes application with appropriate verifications and maintains waiting list.
- Enroll families on a quarterly basis.
- Verify all documentation necessary for qualification of families to State Preschool, General Childcare and CDE Child Care Food grant programs. Have intake interviews with families enrolled.
- Maintain Participant/Provider contracts for all General Childcare and State Preschool families enrolled.
- Maintain grant participant files with current income, class and employment information.
- Is responsible for accurately maintaining all income and expense ledgers of the Center and comparing computer printouts.
- Prepare Check Requisition forms for transmission to the Auxiliary Accounting.
- Is responsible for maintaining all record keeping necessary to maintaining all grants—Federal Food Program, General Childcare, State Preschool and others.
- Compile and submit monthly/quarterly reports for all grants. Maintains all accurate attendance and enrollment for all grants for annual audits.
- Invoice, collect, receipt, record tuition fees, and makes daily deposit to Auxiliary Accounting Office.
- Compile statistical data for various reports including annual budget.
- Maintain Children's Center web page.
- Approve participation of campus students for observation hours.
- Perform other related duties as assigned.

Qualifications

Education: B.S. Degree in Business Administration or equivalent.
Experience: Excellent secretarial skills and the ability to operate and maintain a variety of office equipment. Experience in Microsoft Office, Word and Excel is essential.

Special Requirements: Driving to purchase supplies and making occasional deliveries to the campus are responsibilities that would require the Office Manager to provide his/her own transportation.

Physical Requirements: Must be able to sit for extended periods of time and lift or carry up to 25 lbs.

Knowledge/Abilities: Ability to organize the workflow in a busy office.
Ability to handle detailed work.
Possess excellent communication, writing, telephone, and management skills.
Demonstrates discretion, good judgment, confidentiality, and integrity.
Demonstrates bilingual abilities.

FOOD PROGRAM MANAGER

Position Summary:

The Food Program Manager is responsible for the preparation and service of the nutrition program for up to 150 children and 25 adult supervisors. This includes breakfast, lunch, and snack at routine times and special preparation for extended day children at dinner. It is the responsibility of the Food Program Manager to be aware of and prepare foods for children with special dietary needs. This requires a person who is interested in serving children, flexible in meeting varying needs, and capable of working with a variety of teaching staff.

The Food Program Manager, under the direction and supervision of the Director, is responsible for the planning, purchasing, recording, use and inventory control of all elements of the nutrition program and is responsible for adhering to the requirements of the California Department of Education, Child Care Food Program and the Center's nutritional philosophy, policies and procedures.

Responsible to:

Children's Center Director

Essential Duties:

1. **Food Planning And Recording:**
   - Plan weekly menus for review and approval by the Director.
   - Prepare shopping list and report food purchasing needs to the director.
   - Assist in food purchasing.
   - Keep inventory of food and supplies.
   - Record amounts of food consumed at each meal to meet State requirements.
   - Complete CCFP menu production sheets daily.
   - Maintain daily food program reports (menus, quantities, numbers served).
2. **Daily food service:**
   - Prepare and serve food for breakfast, lunch and afternoon snack.
   - Clean all eating areas before and after meals.
   - Store all leftover food and record leftovers.
   - Portion food for individual tables and help deliver it.
   - Maintain strict adherence to safety procedures; attend safety meetings as scheduled.
3. **Cleaning:**
   - Maintain cleanliness of kitchen equipment and appliances daily.
   - Clean and organize food and supply storage areas.
   - Clean all appliances regularly, including vent hood.
4. **Staff Supervision:**
   - Responsible for the training, supervision and evaluation of nutrition assistant.
5. **Program Support Activities:**
   - Assist in the food preparation for all family events.
   - Assist in the food preparation for all special events.
   - Perform other duties as assigned.

Qualifications

Experience:	One (1) year experience in cooking for a group served by the California Dept. of Education Child Care Food Program is required. Experience in working with young children is desirable.
Special Requirements:	Must have transportation.
Physical Requirements:	Must be able to lift a minimum of 20 pounds. Must be able to stand for long periods of time. Must be physically able to perform the duties as outlined.

Knowledge/ Abilities:

The Food Program Manager must have an aptitude for learning and following proper food handling and annotation practices. The Food Program Manager must have an interest in serving attractive meals to young children while understanding the principles and values of good nutrition for the developing child. It is important that he/she be able to work with the children and adults within the established structure and philosophy of the Children's Center. The Food Program Manager must be able to compute quantities accurately and to maintain careful records of quantities prepared and served. Ability to work with people from diverse backgrounds and interests.

This position is established on a 12-month basis with appropriate staff benefits.



INFANT/TODDLER LEAD TEACHER

Position Summary

Under the general supervision of the Director, the Infant/Toddler Lead Teacher of the Anna Bing Arnold Children's Center is responsible for supervising the children and implementing curriculum. The Infant/Toddler Lead Teacher must demonstrate the ability to act responsibly and independently, be aware of safety concerns and protect children accordingly. This individual must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and adults, and be willing to carry out their responsibilities in accordance with the school's educational philosophy and mission. This position is also responsible for coordinating and leading the efforts of a team unit. In addition to being responsible for the general supervision and management of a classroom the position requires supervision of other teachers and the ability to act in place of the Co-Lead Teacher in her/his absence.

Responsible to

Children's Center Director and Program Coordinator

Essential Duties

- Is responsible for an assigned classroom for which he/she implements programs and activities appropriate for children between ages four months to thirty-six months; evaluates the developmental growth of the children and organize programs which meet their individual needs; supervises the daily routine of the children's activities, creating environments where children can function and learn on their own and at their own rate of development.
- Is responsible for each child's class assignment and for the personal operation and supervision of the classroom.
- Meets with the Director on a regular basis to discuss daily operations and to review proposed recommendations for change.
- Is responsible for maintaining the Center in an inviting and orderly manner and for supervising the physical plant to ensure it complies with "Sate of California Children Center Standards and Requirements".
- Supervises the feeding of infants and toddlers, requiring the knowledge of basic foods and the skills required in order to prepare appropriate and nutritional foods.
- Conducts weekly staff meetings with classroom assistants and develops weekly lesson plans.
- Provides on-the-job training to student assistants to work as teacher aides.
- Provides supervision of practicum students to aid in the development of their skills and abilities, and in the performance of their assignments; evaluates their performance and records findings.
- Maintains developmental records on children for assessing their growth and for use in conducting parent conferences.
- Conduct parent conferences for children in his/her classroom on an annual basis or more frequently if there is a need.

- Conduct home visits for each child in his/her classroom.
- Design a classroom program which respects each child's cultural and ethnic background and supports diversity in a non-biased manner.
- Know proper emergency protocol and be able to act accordingly in the absence of the Director.
- Attend all staff meetings, in-service and parent meetings.
- Performs other related duties as assigned.

Qualifications

Education:	Must have degree from a four year college/university with major in Child Development or Early Childhood Education, and a valid State of California Master Teacher Permit.
Experience:	Two years full-time experience working with parents and teachers in a licensed agency with a preschool environment.
Special Requirements:	Must be able to pass a pre-employment T.B. test and physical examination. First Aid and CPR certification are required at time of employment.
Physical Requirements:	Must be able to lift a child who weighs up to 40 pounds. Must be able to hear a child calling for help. Must be able to see a child on the playground.
Knowledge/Abilities:	Ability to motivate others and inspire their confidence and cooperation. Ability to easily establish rapport with and respect for children and their parents. Ability to create a feeling of confidence and self esteem in children and their families.

This position is established on a 12 month basis with appropriate staff benefits.

PRESCHOOL/SCHOOL-AGE LEAD TEACHER

Position Summary

Under the general supervision of the Director, the Lead Teacher of the Anna Bing Arnold Children's Center is responsible for supervising the children and implementing curriculum. The Lead Teacher must demonstrate the ability to act responsibly and independently, be aware of safety concerns and protect children accordingly. This individual must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and adults, and be willing to carry out their responsibilities in accordance with the school's educational philosophy and mission. This position is also responsible for coordinating and leading the efforts of a team unit. In addition to being responsible for the general supervision and management of a classroom the position requires supervision of other teachers and the ability to act in place of the Co-Lead Teacher in her/his absence.

Responsible to

Children's Center Director and Program Coordinator

Essential Duties

- Is responsible for an assigned classroom for which he/she implements programs and activities appropriate for children between ages two to eight; evaluates the developmental growth of the children and organized programs which meet their individual needs; supervises the daily routine of the children's activities, creating environments where children can function and learn on their own and at their own rate of development.
- Is responsible for each child's class assignment and for the personal operation and supervision of one classroom.

- Meets with the Director on a regular basis to discuss daily operations and to review proposed recommendations for change.
- Is responsible for maintaining the Center in an inviting and orderly manner and for supervising the physical plant to ensure it complies with "Sate of California Children Center Standards and Requirements".
- Conducts weekly staff meetings with classroom assistants and develops weekly lesson plans.
- Provides on-the-job training to student assistants to work as teacher aides.
- Provides supervision of practicum students to aid in the development of their skills and abilities, and in the performance of their assignments; evaluates their performance and records findings.
- Supervises the children's assessment process including a completed developmental profile of each child.
- Maintains developmental records on children for assessing their growth, for use in conducting parent conferences and for use in the planning and conducting of daily activities which are culturally and linguistically appropriate.
- Conduct parent conferences for children in his/her classroom on an annual basis or more frequently if there is a need.
- Design a classroom program which respects each child's cultural and ethnic background and supports diversity in a non-biased manner.
- Know proper emergency protocol and be able to act accordingly in the absence of the Director.
- Attend all staff meetings, in service and parent meetings.
- Performs other related duties as assigned.

Qualifications

Education:	Must have degree from a four year college/university with major in Child Development or Early Childhood Education, and a valid State of California Master Teacher Permit.
Experience:	Two years full-time experience working with parents and teachers in a licensed agency with a preschool environment.
Special Requirements:	Must be able to pass a pre-employment T.B. test and physical examination. First Aid and CPR certification are required at time of employment.
Physical Requirements:	Must be able to lift a child who weighs up to 40 pounds. Must be able to hear a child calling for help. Must be able to see a child on the playground.
Knowledge/Abilities:	Ability to motivate others and inspire their confidence and cooperation. Ability to easily establish rapport with and respect for children and their parents. Ability to create a feeling of confidence and self esteem in children and their families.

This position is established on a 12 month basis with appropriate staff benefits.

AFTER SCHOOL SUPERVISORY TEACHER

Position Summary

Under the general supervision of the Director, the After School Lead Teacher of the Anna Bing Arnold Children's Center is responsible for supervising the children and implementing curriculum. The After School Lead Teacher must demonstrate the ability to act responsibly and independently, be aware of safety concerns and protect children accordingly. This individual must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and adults, and be willing to carry out their responsibilities in accordance with the school's educational philosophy and mission. This position is also responsible for coordinating and leading the efforts of a team unit. In addition to being responsible for the general supervision and management of a classroom the position requires supervision of other teachers and the ability to act in place of the Program Coordinator in her/his absence.

Responsible to

Children's Center Director and Program Coordinator

Essential Duties

- Is responsible for an assigned classroom for which he/she implements programs and activities appropriate for children between ages two to eight; evaluates the developmental growth of the children and organized programs which meet their individual needs; supervises the daily routine of the children's activities, creating environments where children can function and learn on their own and at their own rate of development.
- Is responsible for each child's class assignment and for the personal operation and supervision of one classroom.
- Meets with the Director on a regular basis to discuss daily operations and to review proposed recommendations for change.
- Is responsible for maintaining the Center in an inviting and orderly manner and for supervising the physical plant to ensure it complies with "Sate of California Children Center Standards and Requirements".
- Supervises the staffing of the evening program and assumes operational responsibility during evening hours and when other supervisory staff is absent.
- Supervises the preparation of the evening nutrition period, requiring the knowledge of basic foods and the skills required in order to prepare interesting and nutritional foods.
- Conducts weekly staff meetings with classroom assistants and develops weekly lesson plans.
- Provides on-the-job training to student assistants to work as teacher aides.
- Provides supervision of practicum students to aid in the development of their skills and abilities, and in the performance of their assignments; evaluates their performance and records findings.
- Maintains developmental records on children for assessing their growth and for use in conducting parent conferences.
- Conduct parent conferences for children in his/her classroom on an annual basis or more frequently if there is a need.
- Design a classroom program which respects each child's cultural and ethnic background and supports diversity in a non-biased manner.
- Know proper emergency protocol and be able to act accordingly in the absence of the Director.
- Attend all staff meetings, in service and parent meetings.
- Performs other related duties as assigned.

Qualifications

Education: Must have degree from a four year college/university with major in Child Development or Early Childhood Education, and a valid State of California Supervisory Children's Center Permit.

Experience: Two years full-time experience working with parents and teachers in a licensed agency with a preschool environment.

Special Requirements: Must be able to pass a pre-employment T.B. test and physical examination.
First Aid and CPR certification are required at time of employment.

Physical Requirements: Must be able to lift a child who weighs up to 40 pounds.
Must be able to hear a child calling for help.
Must be able to see a child on the playground.

Knowledge/Abilities: Ability to motivate others and inspire their confidence and cooperation.
Ability to easily establish rapport with and respect for children and their parents.
Ability to create a feeling of confidence and self esteem in children and their families.

This position is established on a 12 month basis with appropriate staff benefits.

TEACHER 1 and TEACHER 2*

Position Summary

Under the general supervision of the director the Child Care Center Teacher is responsible for assisting the Lead Teacher in supervising the children and implementing curriculum. The Child Care Center Teacher must demonstrate the ability to act responsibly and independently, be aware of safety concerns and protect children accordingly. This individual must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and adults, and be willing to carry out their responsibilities in accordance with the school's educational philosophy and mission.

Responsible to

Children's Center Director and Lead Teacher

Essential Duties

- Assist in planning and implementing the daily program under the direction of the Lead Teacher.
- Assist in preparing and setting up activities and learning centers.
- Use effective, positive discipline methods which are respectful of the child.
- Assist with collecting date for maintenance of developmental records.
- Maintain a program which respects each child's cultural and ethnic background and supports diversity in a non-biased manner.
- Work in cooperation with other classrooms to keep yards and equipment safe and in order.
- Treat all children with dignity and respect.
- Assume supervisory responsibility in the Lead Teacher's absence.
- Supervise the classroom when the Lead Teacher is out of the room.
- Inform the Lead Teacher or Director of any information about a child that you feel should be relayed to the parent.
- Maintain the confidentiality of all Center information and records.
- Attend all staff meetings, in-service and parent meetings.
- Know proper emergency protocol and be able to act accordingly.
- Perform other duties as assigned.

Qualifications

Teacher 1 and 2 Distinguishing factors:

Teacher 1 Education:	Must have a valid State of California Children's Center Teacher Permit.
Teacher 2 Education:	Must have degree from a four year college/university with major in Child Development or Early Childhood Education, and a valid State of California Supervisory Children's Center Permit.
Teacher 1 Experience:	One year experience working with parents and teachers in a licensed agency with a preschool or infant/toddler environment.
Teacher 2 Experience:	One year full-time experience working with parents and teachers in a licensed agency with a preschool or infant/toddler environment.

Requirements for Both Positions

Special Requirements:	Must be able to pass a pre-employment T.B. test and physical examination. First Aid and CPR certification are required at time of employment.
Physical Requirements:	Must be able to lift a child who weighs up to 40 pounds. Must be able to hear a child calling for help. Must be able to see a child on the playground.
Other:	Demonstrate ability to interact effectively with children, parents, and staff. Must show imagination, creativity, initiative, warmth, and flexibility.

This position is established on a 12 month basis with appropriate benefits. May or may not include quarter breaks.

TEACHER ASSISTANT

Duties/Responsibilities

The Children's Center assistant teacher is responsible for assisting the teacher in supervising the children, and developing and planning curriculum. The assistant teacher must demonstrate the ability to act responsibly and independently, be aware of safety concerns and protect children accordingly. This individual must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and adults, and be willing to carry out their responsibilities in accordance with the schools educational philosophy.

Responsible to

Classroom Lead Teacher

Essential Duties

- Assist in planning and implementing daily program under the direction of the Lead Teacher.
- Assist in preparing and setting up activities and learning centers.
- Use effective positive discipline methods which are respectful of the child.
- Assist with collecting data for maintenance of developmental records.
- Maintain a program which respects each child's cultural and ethnic background and supports diversity in a non-biased manner.
- Work in cooperation with other classrooms to keep yards and equipment safe and in order.
- Treat all children with dignity and respect.
- Supervise the classroom when the teacher is out of the room.
- Be present and on time for regular working hours.
- Inform the teacher or director of any information about a child that you feel should be relayed to the parent.
- Maintain the confidentiality of all Center information and records.
- Attend all staff meetings, in-service, and parent meetings.
- Know proper emergency protocol and be able to act accordingly.
- Perform other duties as assigned.

Qualifications

Age:	Eighteen years of age or older.
Education:	Minimum of six units ECE/Child Development, or currently enrolled as a Child Development major.
Experience:	Classroom experience with preschool age children preferred. Demonstrate knowledge of child development principles.
Special Requirements:	Must be able to pass a pre-employment T.B. test and physical examination.
Physical Requirements:	Must be able to lift a child who weighs up to 40 pounds. Must be able to hear a child calling for help. Must be able to see a child on the playground.
Other:	Demonstrate ability to interact effectively with children, parents, and staff. Must show imagination, creativity, initiative, warmth, and flexibility.
Work Week:	Part time, 20 hours per week maximum.

KITCHEN ASSISTANT

Position Summary:

This position is responsible for assisting the cook in preparing breakfasts, lunches, and snacks for the Children's Center. Food preparation, dishwashing and clean up will be required. The Kitchen Assistant must be a person who is interested in serving children, flexible in meeting varying needs, and capable of working with a variety of teaching staff. The purpose is to serve meals which are attractive and nutritious in a manner that encourages positive attitudes about eating.

Responsible to

Children's Center Nutrition Coordinator

Essential Duties

- Assist cook in planning menus and shopping lists; preparation of food for breakfast, lunch and afternoon snack; portioning food for individual tables and delivering it to classrooms; storage of all leftover food.
- Maintain cleanliness of kitchen and equipment; clean up kitchen after meals; wash and store all food-preparation equipment; clean all appliances regularly; clean and organize cupboards and food storage areas.
- Perform all dishwashing duties.
- Able to substitute for the Cook in his/her absence.
- Must maintain strict adherence to safety procedures; must attend safety meetings as scheduled.
- Perform other duties as assigned.

Qualifications

Experience: No prior experience required.

Physical Requirements: Essential duties require the ability to lift a minimum of 20 pounds. Must be able to stand for long periods of time. Must be physically able to perform the duties as outlined.

Knowledge/Abilities: It is important that the Cook's Assistant be able to work with the children and adults within the established structure and philosophy of the Children's Center. Must possess the ability to work with people from diverse backgrounds and interests.

Work Week: Part time; 20hrs/week;

California State University, Los Angeles
Career Development Center

Check one:
☐ Student Assistant
☐ Federal Work-Study

Student Employee Performance Appraisal

INSTRUCTIONS: Please evaluate the student employee for each criterion shown below. If the section does not apply, or if you lack sufficient information, please check the column marked "N" for "no evaluation." Check each characteristic as follows: **A** – Superior; **B** – Above Average/Good; **C** – Average; **D** – Below Average; **E** – Poor.

I.

Name of Student	Peoplesoft Employee ID No.	Social Security Number
		– –

Department	Dates of Employment	
	From: _____ To: _____	
Student's Job Title	Classification Level	Reporting Unit & Position No.
	A O, B O, C O, D O, E O	###-########

Brief Description of Duties _____

II.

		A	B	C	D	E	N
1. DEPENDABILITY & COOPERATION:	Trustworthy, punctual, reliable, responsible; able to work well with fellow employees, supervisor.						
2. QUALITY OF WORK:	Work is accurate, thorough, acceptable; uses materials and time economically; eager to improve.						
3. QUANTITY OF WORK:	Has ability to do a comparatively large amount of work of above-average quality; has ability to work under pressure.						
4. PERSONAL APPEARANCE:	Neat, clean, suitably dressed, poised.						
5. ATTITUDE TOWARD WORK:	Is courteous, cheerful, interested; willing to work at difficult or disagreeable tasks; takes instructions cheerfully.						

III. TERMINATION

Would you re-employ this student? ☐ Yes ☐ No

IV.

Additional Comments _____

Signature of Supervisor	Date

V.

This evaluation has been explained to me and I understand the contents. I also understand that my signature does not necessarily indicate my agreement with the above evaluation.

☐ Checking this box indicates I authorize the information to be released to future employers for reference purposes.

Signature of Student	Date

SE-10 (2662) 5/07

Distribution: White – Career Center/Financial Aid; **Canary** – Department Copy; **Pink** – Student Copy

Confidential

University Auxiliary Services

Employee Performance Evaluation

EMPLOYEE'S NAME_____ DEPARTMENT_____

JOB CLASSIFICATION_____ HIRE DATE _____

DATE OF EVALUATION _____ DATE OF LAST EVALUATION _____

TYPE OF EVALUATION ☐ Annual ☐ End of Probation Period ☐ Other

INSTRUCTIONS: This form is used to evaluate supervisory, professional, and general salaried and hourly employees. Any rate increases, promotions and transfers require a current evaluation form. Assign a number for each rating within the scale and write that number in the corresponding box. Points will be totaled and averaged for and overall performance score. Please review the Assigning Performance Levels Sheet for a definition of each level.

5-Exceptional 4-Superior 3-Satisfactory 2-Improvement Needed 1-Unsatisfactory

1. Quality

a. Work is accurate and precise. ____
b. Recognizes and points out substandard workmanship. ____
c. Displays thoroughness and completeness in work activity. ____
d. Takes proper care of equipment/keeps work area clean. ____ Average

Total ==== Divide by 4 ☐

2. Productivity

a. Amount of work completed (quantity). ____
b. Utilizes time well. ____
c. Organizes in such a manner to perform responsibilities. ____ Average

Total ==== Divide by 3 ☐

3. Job knowledge

a. Able to follow verbal and/or written instructions. ____
b. Uses proper procedures. ____
c. Uses proper methods and tools. ____
d. Performs work without detailed instructions. ____
e. Shows improvement on repetitive tasks. ____
f. Able to train others (if applicable). ____
g. Has practical/technical knowledge to perform job. ____ Average

Total ==== Divide by 7 ☐

4. Reliability

a. Begins and finishes on time. ____
b. Requires minimum supervision; completes tasks without prompting. ____
c. Completes tasks efficiently within required time frames. ____
d. Puts in extra time and effort. ____
e. Does the best according to ability and within minimum job standards. ____ Average

Total ==== Divide by 5 ☐

5. Attendance

a. At work on a daily basis. ____
b. Start and finishes according to approved schedule (punctual). ____
c. Calls to explain absence. ____
d. Observes generally agreed work break/meal periods. ____

Average

Total ==== Divide by 4 [ ]

6. Initiative/Creativity

a. Seeks out new assignments when finished with own work. ____
b. Assumes additional responsibilities when needed. ____
c. Properly selects priorities. ____
d. Determines what must be done without being told. ____
e. Makes suggestions on better ways of getting work done. ____
f. Identifies and corrects errors during the work process. ____

Average

Total ==== Divide by 6 [ ]

7. Teamwork

a. Works well with supervisors, peers, and subordinates. ____
b. Sets an example with a positive and supportive attitude. ____
c. Communicates well with coworkers and supervisors. ____
d. Promotes teamwork in the work place. ____

Average

Total ==== Divide by 4 [ ]

8. Policy Compliance

a. Practices proper safety procedures. ____
b. Adheres to all company policies and regulations. ____

Average

Total ==== Divide by 2 [ ]

9. Customer Service

a. Establishes positive relations inter/intra departmentally. ____
b. Responsive and courteous to client inquiries. ____

Average

Total ==== Divide by 2 [ ]

10. Other

a. Judgment and decision-making. ____
b. Adaptability. ____
c. Problem solving. ____

Average

Total ==== Divide by 3 [ ]

Total Average [ ]

Divide by 10 = [ ]

Overall Average

Supervisors Comments:

Employee Comments:

Employee Goals for the next Evaluation (use separate sheet if necessary)

1. _____
2. _____
3. _____

_____ _____
Employee's Signature Date

_____ _____
Supervisor's Signature Date

_____ _____
Manager's Signature Date

For Human Resources Use Only

Evaluation received on: _____

Follow-up action form received: _____ Action approved by: _____

REVISED UAS DISPUTE RESOLUTION PROCEDURE

This procedure becomes effective February 15, 1995. All previously issued Handbook references, policy statements, procedures, memoranda and practices in conflict with this Dispute Resolution Procedure are hereby superseded.

Employment with the UAS is "At Will." This means you are free to terminate at anytime and the UAS is free to terminate your services at anytime. There is no guarantee of continued employment nor any requirement for "cause" to be established prior to terminating your employment with the UAS. The purpose of the UAS is to further the goals of the campus community and as such the UAS reserves the right to reorganize work of individuals or departments, reassign employees, redesign position responsibilities, determine the need for services, determine the levels of skill and experience required, determine the numbers of employees required in any classification or category , and lay -off or terminate employees with or without cause.

Our Dispute Resolution Procedure provides employees an opportunity to obtain a higher level review of decisions or disputes which are not satisfactorily answered or resolved by your immediate supervisor. Whenever an employee feels they have received unfair treatment in matters of work related disputes, discipline, lay-off or termination they may utilize the Dispute Resolution Procedure to obtain a higher level review.

The Dispute Resolution Procedure may also be utilized to report sexual harassment or any other form of unlawful harassment.

The Dispute Resolution Procedure is as follows:

Step One: The employee should first attempt to resolve the dispute with their direct supervisor. If the dispute is not resolved to the employees satisfaction at this level the employee may reduce it to writing on the UAS Dispute Resolution Report and proceed to Step Two. Any request for review at Step Two must be presented in writing within 5 working days of the final decision at Step One.:

Note: If the complaint involves alleged sexual harassment or other unlawful harassment the employee may present the complaint directly to the Director Human Resources Management/EEO Officer or to the UAS Executive Director.

REVISED UAS DISPUTE RESOLUTION PROCEDURE

Step Two: The next higher level of authority will review the written Dispute Report, make an appropriate investigation, and attempt to resolve the dispute at this level. If the dispute is not resolved at this level the employee may request a review by the UAS Director Human Resources Management.

A request for the dispute to be heard by the Director Of Human Resources Management must be made within 10 days of Step Two final decision.

Step Three: The Director Of Human Resources Management will conduct an investigation to include interviewing the complaining party and any other involved individuals and make a recommendation to the UAS Executive Director for settlement of the dispute. The UAS Executive Director will make a final decision which will then be communicated in writing to the employee by the Director Of Human Resources Management.

The decision of the UAS Executive Director shall be final.

-All Rooms exit the building through the ramp by Bonsai Room.
-All are to remain on cement pad in the parking lot until all is clear

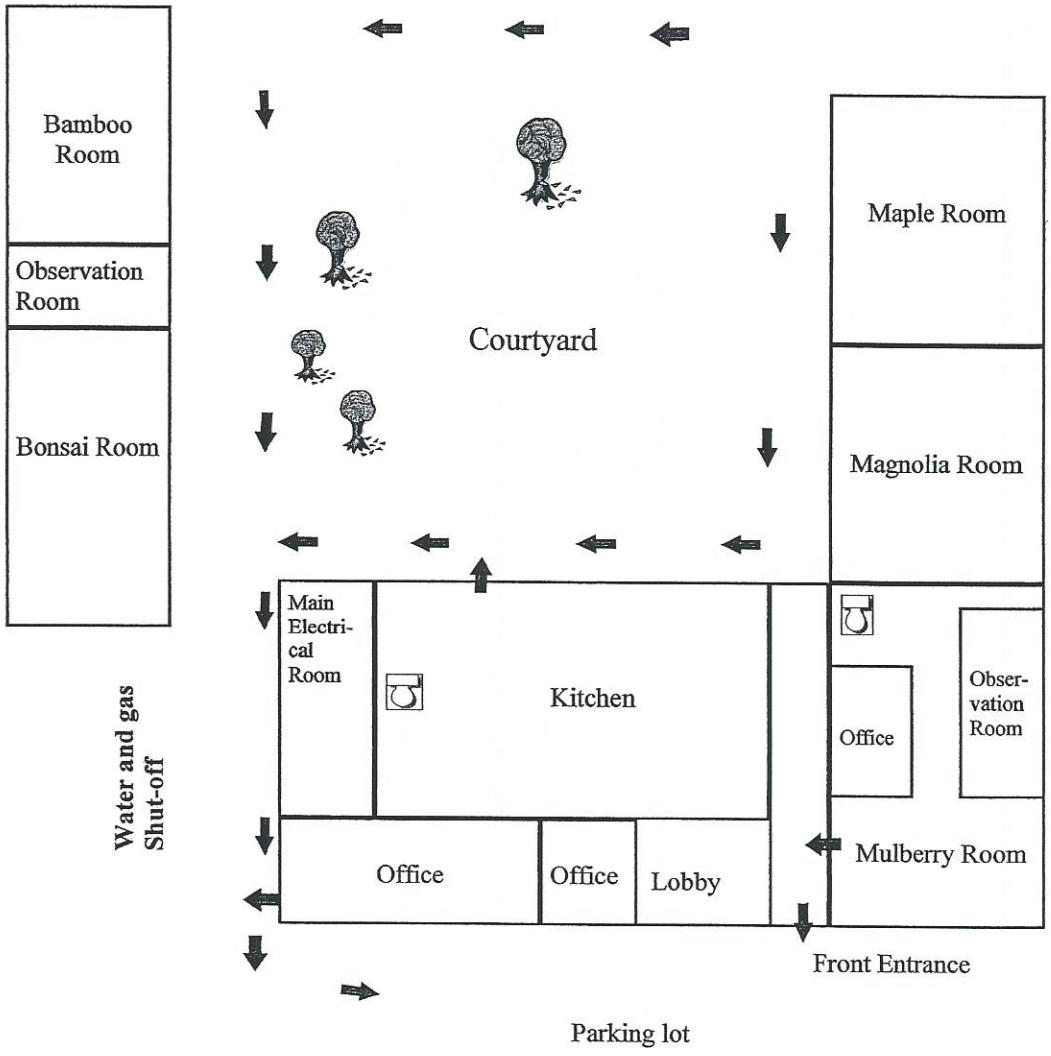


Upper Yard





Lower Yard



Anna Bing Arnold Children's Center Evacuation Plan

How To Operate Your Fire Extinguisher



Following a major earthquake, your local fire department may be overwhelmed with calls for assistance. They may be unable to respond to small residential fires (frequently caused by arcing wires, downed electrical lines, damaged wiring in appliances, etc). Having a suitable home fire extinguisher in good condition, and knowing how to use it, may save your home — even your life! Remember, in 1906 the City of San Francisco was almost destroyed by fire, not by the earthquake.

Learn Now, Before There's A Fire!

- ☐ Read the label
- ☐ Instruct all family members
- ☐ Periodically review instructions and operations

Learn How To P-A-S-S



Pull

Pull the pin or ring . . . some units require releasing of a lock latch, pressing a puncture lever, or other motion.



Aim

Aim the extinguisher nozzle at the **base** of the fire.



Squeeze

Squeeze or press the handle.



Sweep

Sweep from side to side slowly at the base of the fire until it goes out.



If a fire gets big, **get out!** Close the door to slow the spread of the fire.

Anna Bing Arnold Children's Center
2301 N. Levanda Avenue
Los Angeles, CA 90032
323-343-2470

INCIDENT REPORT

CHILD: _____ TIME: _____ DATE: _____

DESCRIPTION OF INCIDENT: _____

_____

_____

_____

FIRST AID APPLIED: _____

_____

_____

Were gloves used? yes ☐ no ☐ If no, why not? _____

SIGNATURE OF OBSERVER: _____

SIGNATURE OF TEACHER: _____

COPIES: parent -- original child's file -- copy

CAMPUS WALK

Date:_____ Class:_____

Destination _____

Departure Time:_____ Estimated Arrival Time:_____

Number of children:_____ Number of teachers:_____

Signature of Teacher in charge: _____

Anna Bing Arnold Children's Center
Medication

Medication that is to be given to your child while attending our center must be in the original container, bearing the pharmacy label, plus written instructions on the form below as to the time of day and amount of medication to administer to your child.

Child's Name: _____

DATE	MEDICATION	DOSAGE	TIME	GIVEN BY

I do not hold the Children's Center responsible for any ill effects which would be the result of this medication administered to my child.

_____
Parent signature

GUIDELINES FOR EXCLUDING FROM DAYCARE

Certain symptoms in children may suggest the presence of a communicable disease. Children who have the following symptoms should be excluded from the child care setting until 1) a physician has certified the symptoms are not associated with an infectious agent or they are no longer a threat to the health of other children at the center or 2) the symptoms have subsided.

For the mildly ill child, exclusion should be based on whether there are adequate facilities and staff available to meet the needs of both the ill child and other children in the group.

FEVER	Axillary or oral temperature: 100° F. or higher or Rectal temperature: 101° F. or higher; especially if accompanied by other symptoms such as vomiting, sore threat, diarrhea, headache and stiff neck or undiagnosed rash.
RESPIRATORY SYMPTOMS	Difficult or rapid breathing or severe coughing: ➤ child makes high-pitched croupy or whooping sound after he coughs. ➤ child unable to lie comfortably due to continuous cough.
DIARRHEA	An increased number of abnormally loose stools in the previous 24 hours. Observe the child for other symptoms such as fever, abdominal pain, or vomiting.
VOMITING	Two or more episodes of vomiting within the previous 24 hours.
EYE/NOSE DRAINAGE	Thick mucus of pus draining from the eye or nose.
SORE THROAT	Sore throat, especially when fever or swollen glands in the neck are present.
SKIN PROBLEMS	Rash - Skin rashes, undiagnosed or contagious Infected Sores - Sores with crusty, yellow or green drainage which cannot be covered by clothing or bandages.
ITCHING	Persistent itching (or scratching) of body or scalp.
APPEARANCE/ BEHAVIOR	Child looks or acts differently: unusually tired, pale, lacking appetite, confused, irritable, difficult to awaken.
UNUSUAL COLOR	Eyes or skin - yellow (jaundice) Stool - grey or white Urine - Dark, tea colored These symptoms can be found in hepatitis and should be evaluated by a physician.

KNOW THE FACTS OF INFECTION TRANSMISSION IN CHILD CARE CENTERS!

How Transmitted	Bacteria	Viruses	Parasites
By Direct Contact (Touching)	⊗ Impetigo ⊗ Pink eye ⊗ Scarlet fever ⊗ Strep throat	⊗ Chickenpox ⊗ Cold sores	⊗ Lice ⊗ Scabies
Respiratory (Inhaling droplets of infectious nose, eye or throat secretions in the air, or by direct contact with nasal or mouth secretions. Contaminated hand touches mouth or nose)	⊗ Meningitis ⊗ Hib ⊗ TB ⊗ Whooping Cough	⊗ Cold & Flu ⊗ Fifth Disease ⊗ German measles ⊗ Hand-Foot-Mouth ⊗ Measles ⊗ Mumps ⊗ Roseola ⊗ Meningitis	
Fecal-oral (Touching infected stool or surface/ object contaminated with stool → hand to mouth or nose)	⊗ Diarrhea (Campylobacter E. Coli Salmonella Shigella)	⊗ Hepatitis A ⊗ Diarrhea (Rotavirus)	⊗ Diarrhea (Giardia lamblia, Cryptosporidium, Dysentery) ⊗ Tapeworms ⊗ Pinworms
Direct transfer of infected blood or bodily secretions (urine, saliva) through broken skin or mucosal surface (mouth, nose, eye)		⊗ CMV ⊗ Hepatitis B ⊗ Herpes simplex ⊗ HIV	

▸ **Most infections are spread by hand-to-hand and hand-to-surface-to-hand contact!**

Source: Pediatric Annals, 20:8, August 1991.

WHAT IS HEPATITIS B?

Hepatitis B is an infection of the liver caused by a virus present in blood and other body fluids of infected persons. Less than 50 percent of persons who become infected show symptoms of illness. The symptoms are like those of hepatitis A and include fatigue, mild fever, muscle or joint aches, nausea, vomiting, loss of appetite, and abdominal pain. In some patients the urine turns dark and the skin becomes yellow. The onset of symptoms may appear 6 weeks to 6 months after becoming infected with the virus. Death is uncommon in hepatitis B, but 5 to 10 percent of those infected become long-term virus carriers. Up to 25 percent of carriers may develop serious chronic liver disease.

HOW IS HEPATITIS B SPREAD?

An infected person can transmit hepatitis B as long as the virus remains in the blood. Transmission may occur as early as 4 weeks before any symptoms occur. A small number of people will carry the virus in their blood for years and are known as chronic carriers. Hepatitis B is transmitted by:

1) Sexual activity involving semen, blood, or vaginal secretions,

2) Sharing with someone who is infected, unsterile instruments used to penetrate the skin such as those used for tattooing, ear piercing, and razors,

3) Sharing intravenous (IV) needles and/or syringes with someone who is infected,

4) Direct contact of infected blood with mucous membrane of the eye and mouth,

5) Direct contact of infected blood with broken skin (e.g., cuts),

6) Accidental needle sticks with needles containing blood from a virus carrier,

7) Sharing toothbrushes, and

8) Being born to an infected mother.

Universal Precautions

Faced with concerns about the spread of serious infections, hospitals and health centers have recently begun using a successful technique that may also be appropriate for child care settings. Rather than waiting to find out who is contagious, they treat everyone as a potentially infected person. The name of this infection control method is "Universal Precautions" and it gives a set of guidelines for when you come into contact with body fluids and wastes that carry germs. It's not a lot of extra work and it really pays off.

Many of us in child care are used to reacting to infections only when we notice signs or symptoms of illness. Then we rely on exclusion policies to control disease. But the germs causing a disease are spreading days before children appear ill. Children and adults with infections like colds, diarrheal diseases and skin and eye infections are often contagious 3-10 days before you might notice a symptom. Hepatitis and HIV/AIDS have even a longer incubation period.

With infections it doesn't pay to wait! Germs are spread through contact with respiratory droplets, body wastes and blood. In the child care setting the universal precautions method would involve:



Washing hands frequently and well

- when staff arrive and leave
- after wiping/blowing noses
- before and after diapering and toileting
- before and after food preparation



Proper waste disposal

- lining all trash cans with disposable
- using trash cans with lids
- bagging soiled diapers and wipes
- using disposable paper on changing tables



Use of gloves for extra protection

With the current concerns regarding the spread of hepatitis and HIV/AIDS, disposable gloves should be made available to all staff when they deal with blood.



Bleach

Soap and water make a good cleaning solution, but to sanitize any soiled areas such as counters use bleach and water. Use 1 tablespoon of bleach for 1 quart of water or 1/4 cup of bleach for 1 gallon of water.

2229 LOMBARD STREET • SAN FRANCISCO, CALIFORNIA 94123 • (415) 929-9100

Cleaning, Sanitizing, and Disinfecting Frequency Table
Revised October, 2013

Cleaning, Sanitizing, and Disinfecting Frequency Table (see criteria 5.A.08, 5.C.01, 5.C.02, and 9.C.06)						
Areas	**Before Each Use**	**After Each Use**	**Daily (At the End of the Day)**	**Weekly**	**Monthly**	**Comments**
Food Areas						
Food preparation surfaces	Clean, Sanitize	Clean, Sanitize				Use a sanitizer safe for food contact
Eating utensils & dishes		Clean, Sanitize				If washing the dishes and utensils by hand, use a sanitizer safe for food contact as the final step in the process; use of an automated dishwasher will sanitize
Tables & highchair trays Clean	Clean, Sanitize	Clean, Sanitize				
Countertops		Clean	Clean, Sanitize			Use a sanitizer safe for food contact
Food preparation appliances		Clean	Clean, Sanitize			
Mixed use tables	Clean, Sanitize					Before serving food
Refrigerator					Clean	
Toilet & Diapering Areas						
Changing tables		Clean, Disinfect				Clean with detergent, rinse, disinfect
Potty chairs		Clean, Disinfect				Use of potty chairs is not recommended, but if used should be cleaned and disinfected after each use.
Handwashing sinks & faucets			Clean, Disinfect			
Countertops			Clean, Disinfect			
Toilets			Clean, Disinfect			
Diaper pails			Clean, Disinfect			
Floors			Clean, Disinfect			Damp mop with a floor cleaner/disinfectant

Source: Adapted from American Academy Of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. *Caring for Our Children: National health and safety performance standards; Guidelines for early care and education programs.* 3rd edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at http://nrckids.org

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Cleaning, Sanitizing, and Disinfecting Frequency Table

Revised October, 2013

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Areas	**Before Each Use**	**After Each Use**	**Daily (At the End of the Day)**	**Weekly**	**Monthly**	**Comments**
Child Care Areas						
Plastic mouthed toys		Clean	Clean, Sanitize			
Pacifiers		Clean	Clean, Sanitize			Reserve for use by only one child; use dishwasher or boil for one minute
Hats			Clean			Clean after each use if head lice present
Door & cabinet handles			Clean, Disinfect			
Floors			Clean			Sweep or vacuum, then damp mop, (consider micro fiber damp mop to pick up most particles)
Carpets and Large Area Rugs[1]			**Clean**		**Clean**	***Daily:* Vacuum when children are not present; clean with a carpet cleaning method consistent with local health regulations and only when children will not be present (until the carpet is dry)** ***Monthly:* Clean carpets at least monthly in infant areas and at least every three months in other areas when soiled**
Small Rugs[1]			**Clean**	**Clean**		***Daily:* Shake outdoors or vacuum** ***Weekly:* Launder**
Machine washable cloth toys				Clean		Launder
Dress-up clothes				Clean		Launder
Play activity centers				Clean		

Source: Adapted from American Academy Of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. *Caring for Our Children: National health and safety performance standards; Guidelines for early care and education programs.* 3rd edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at http://nrckids.org

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Cleaning, Sanitizing, and Disinfecting Frequency Table
Revised October, 2013

Drinking Fountains			Clean, Disinfect			
Computer keyboards[2]		Clean, Sanitize				Use sanitizing wipes, do not use spray
Phone receivers			Clean			
Sleeping Areas						
Bed sheets & pillow cases				Clean		Clean before use by another child
Cribs, cots, & mats				Clean		Clean before use by another child
Blankets					Clean	

[1] It is best practice to use alternatives to carpets in the childcare environment.

[2] "Each Use" should be defined as use by each group of children, not each individual child. Keyboards connected to computers should be cleaned daily if one group is in the room all day, or after each different group of children uses the room. These guidelines do not apply to keyboards that are unplugged and used for dramatic play.

Definitions	
Cleaning	Physically removing all dirt and contamination, oftentimes using soap and water. The friction of cleaning removes most germs and exposes any remaining germs to the effects of a sanitizer or disinfectant used later.
Sanitizing	Reducing germs on inanimate surfaces to levels considered safe by public health codes or regulations. Sanitizing can be achieved with an unscented, household grade solution of bleach and water.
Disinfecting	Destroying or inactivating most germs on any inanimate object, but not bacterial spores. Disinfecting can be achieved with an unscented, household grade solution of bleach and water.
Germs	Microscopic living things (such as bacteria, viruses, parasites and fungi) that causes disease.

Use the manufacturer instructions for bleach/ water solution measurements.

Look for the EPA registration number on the product label, which will describe the product as a cleaner, sanitizer, or disinfectant. Use the least toxic product for the particular job and use according to manufacturer's instructions.

Refer to Caring for Our Children (http://nrckids.org/CFOC3/), Appendix J, for instructions on how to safely prepare bleach solutions when using a product that is not EPA-registered.

Source: Adapted from American Academy Of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. *Caring for Our Children: National health and safety performance standards; Guidelines for early care and education programs.* 3rd edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at http://nrckids.org

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