

Staff Respect & Responsibility Agreement



WEST HILLS
COMMUNITY COLLEGE DISTRICT

**West Hills College
Child Development Centers**

Revised June 2019

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Dear Staff:

Congratulations! You are part of the West Hills Community College team of advocates dedicated to quality early care and education of young children and the personal and professional development of adults (our parents, staff, and students). As a team member we expect you to completely immerse yourself into the program and become a partner with your co-workers and the families at our center.

The purpose of this handbook is to familiarize you with all aspects of our program. The program is complex, while its principles are straightforward and easy to understand and adopt. This handbook is presented to you as part of your orientation to the program and is reviewed annually at our “New School Year Staff Orientation.” Upon review of the handbook, please share any questions or comments with our center site supervisor.

Conne Cleveland

Program Director
West Hills College Child Development Centers
9900 Cody Street, Coalinga, CA 93210
(559) 934-2383

West Hills Community College Child Development Center Staff
Expectations

1. Be on time-ready to work
2. Be a communicator
3. Be confidential
4. Be a team player
5. Be prepared everyday
6. Be productive
7. Follow through with your requests and guidelines
8. Follow timelines/deadlines
9. Be a problem solver
10. Be approachable and open minded
11. Be a team player
12. Be present
13. Be intentional/constructive
14. Celebrate each other's successes
15. Be respectful
16. Be receptive/accessible
17. Be a good example
18. Be tolerant
19. Be accountable
20. Be understanding

Be 100% of the TEAM 100% of the time.

Prep Time

What is prep time?

- A time to review ASQ's & ASQ-SE2's.
- A time to develop intentional, meaningful curriculum.
- A time to gather support resources so you are prepared for your curriculum (puzzles, books, games, supplies).
- A time to return items to resource and book rooms - in a respectful way.
- A time to complete online trainings.
- A time to work on assessments.
- A time to work on NAEYC evidence box.
- A time to check your work emails.

What prep time is NOT!

- A time to be in other classrooms or offices.
- A time to gossip.
- A time to combine with your break.
- A time to check your personal emails.
- A time for online shopping.
- A time for homework.
- A way to shorten your day-No longer is it ok to leave early just because your prep time is at the end of the day. We need to document that you choose to give up your prep time for PN or PB time. This allows us to see if the time is needed.
- A time to not be taken lightly - this is a very important time allotted to you so you can meet all the demands of your job.

CHILD DEVELOPMENT GLOSSARY

ASQ & ASQ SE2: This is an Ages and Stages questionnaire completed by the parent upon enrollment, read and dated by the teacher within 30 days of enrollment and added to the child's confidential file in their classroom portfolio. If the teacher has concerns about a child or the child's score is a concern, the teacher will also complete these documents to be compared and further resources may be added to enhance the curriculum for any child.

“Black Box” or NAEYC Evidence Box: This box is to keep evidence (pictures, anecdotes, curriculum, etc.) for your NAEYC accreditation. These are maintained in accordance with the accreditation guidelines and procedures of the NAEYC. They are very important and need to be updated and maintained on a regular basis.

Communication: Is a way of sharing information. There are three types of communication; Written (emails, flyers, notes, memos), Verbal (One person speaks and the other one listens and the information is understood), and nonverbal (observation, body language). All are vital to our team.

Desired Result Developmental Profile (DRDP): Individual child assessments using observations, ongoing activities and routines. Supported by developmental research and theory. Assessments are ongoing from day one to the last day. *(Time line is in the handbook)*

Desired Result Developmental Profile Tech (DRDP-Tech): Allows teachers to access DRDP instruments and conduct DRDP assessments online via the Internet. DRDP tech stores the data entered by teachers in a secure database and automatically produces a variety of assessment reports, both for individual children and for groups of children. *(Time line is in the handbook)*

Early Childhood Environmental Rating System (ECERS): A tool used in 3 to 5 year old classes once a year. The system rates the environment, child to teacher and teacher-to-teacher interactions as well as health practices. Findings are reviewed and sections scoring 5 or lower are placed on an action plan to improve. *(Time line is in the handbook)*

Expectations: Is the degree of probability that something will occur. Ex: Expectations for children in the classroom, which are a set of guidelines to follow. Expectation of each other.

Follow through: Is the continuing of an action, or task to its conclusion. Ex: if you ask children to put toys away, you need to be present to ensure they meet this expectation.

Gossip: Casual or unconstrained conversation or reports about others, typically involving details that are not confirmed as being true. Gossip hurts where mentoring supports.

Incident Medical Service: Is a licensing required binder that is our Plan of Operation for children with medical requirements. *(Located in Site Supervisors office)*

Infant Toddler Environmental Rating System (ITERS): Is the same as ERS, except only used with Infant and Toddlers. *(Time line is in the handbook)*

Infant Toddler Service Plans (ITSP): To be completed four times during the year, or when any food or personal care routines change. To be completed for all children in diapers, food accommodations or children with IEP's. *(Time line is in the handbook)*

Intentional: Is to have a plan and to think out actions, conversations, curriculum and engagement to allow for more thought provoking actions and development.

Learning Genie: Is a portfolio assessment app, which is integrated with the DRDP-tech.

Mentor: To guide, support, engage and coach others

On Time: Is to arrive early enough that you are in your classroom, ready to greet children, families and co-workers at your assigned start time.

Present: Is to be 100% in the moment during your work hours.

Personal Clutter: Any personal items taking up needed storage or clutter. *(In the handbook)*

Professional Manor: Is acting in a way that respects others and meets a high standard of behavior. Presentation helps to improve employee performance and is reassuring to the customers (children, families, co-workers, funding sources, and college).

Positive Descriptive Acknowledgment: Is to acknowledge children in a positive way in place of a negative statement. Ex: You are doing a great job putting that green truck back on the shelf. This keeps our classroom clean and now your friends can find the toy. State what they are doing and how it is helping.

Quality Rating & Improvement System (QRIS): Is a method to assess, improve, and communicate the level of quality in early education settings. *(In the handbook)*

Time Lines: Is a pre-set time in which something is to be complete *(In the handbook)*

Tourist Approach: Is not webbing and/or expanding curriculum topics. Ex: Culture studies; Chinese New Year- curriculum needs to be longer than an day and include more than just food, or music, or the animal. Teachers need to dig deeper to ensure meaningful, intentional learning is occurring. *(In the handbook)*

PROGRAM

Philosophy and Goals:

West Hills College Child Development Center (CDC) creates an environment of trust where children and adults can develop emotionally, intellectually, socially, and physically to their fullest potential. The CDC provides opportunities for children and adults to interact with the environment and each other in a natural setting supportive of the individual developmental rate. The CDC acknowledges that children and adults learn through active meaningful experiences within their environment and with consistent, nurturing care.

Additionally, the CDC acknowledges and supports that all individuals are unique, and possess a rich background of family and culture that contributes to the whole of our center. This culture creates the family unit of our program. We view ourselves as a strong unit comprised of families and professionals that support the growth we will each experience at our center that will guide us into our journey of life.

We have **five interrelated goals** that make the whole of our program:

- 1) to provide high-quality early care and education emphasizing social, emotional, cognitive, language, literacy, and physical growth and development for each child;
- 2) to provide early intervention for children with special needs in collaboration with an interdisciplinary team (our staff, the parents, the local school district, and various service agencies);
- 3) to enhance family capacity by providing services and education for parents while they pursue their career and/or educational goals and to develop a true partnership with each family;
- 4) to be an exemplary model of best practices in early education and serve as a laboratory school for students enrolled in courses, which are related to children and their development; and
- 5) To support early childhood educators throughout the District with their professional and personal growth.

To achieve our goals, we adhere to the principles and practices as defined in:

- *Developmentally Appropriate Practices in Early Childhood Programs*
- *Anti-Biased Curriculum*
- *Emergent Curriculum*
- *Prekindergarten Learning and Development Guidelines*
- *California Learning Foundations (for Preschool & Infant/Toddler)*
- *California Curriculum Framework (for Preschool & Infant/Toddler)*
- *National Association for the Education of Young Children (NAEYC)*
- *Quality Rating Improvement Systems (QRIS)*

These books will be introduced to you and you are to use them as a reference in developing curriculum and interacting with the children, families, and co-workers. They contain a wealth of information and will support you in implementation of a developmentally appropriate program. They allow for adaptations and modifications to ensure access to the curriculum for all children.

Funding/Regulations:

The West Hills College Child Development Centers throughout the District are funded mainly through the California Department of Education under the Child Development Division, Nutrition Services and a few project specific grants within a variety of departments. Effective July 1, 2017, the District operates eight child development centers with a budget over \$5,000,000. The funds are earned through enrollment and strict adherence to regulations of Title 5 of the Education Code and Title 22 of Department of Social Services, Community Care Licensing and the American with Disabilities Act (ADA). Therefore, it is vital that you are knowledgeable of the regulations as this will assist you in contributing to the effectiveness of our program.

The documents are available at the websites listed below and you are required to review the material. Again, these are the cornerstone of our program. If an evaluator visits a site and we are not in compliance with the regulations; we subject our programs to closure by the state.

- Title 5 – CA Department of Ed – www.cde.ca.gov
- Title 22 – Department of Social Services, Community Care Licensing – www.cclcd.ca.gov
- NAEYC – National Association for the Education of Young children – naeyc.org
- QRIS – Quality Rating Improvement System (Early Stars) – Race to the Top (RTT)

The Lead Classroom Teacher:

The lead classroom teacher, (presumably holding a Teacher or Master Teacher Permit), will be responsible for maintaining the enrollment in the classroom at capacity by working closely with the Center's office personnel, mentoring other staff in the classroom, and communicating needs in the classroom clearly and constantly. This process ensures that the classrooms are at capacity and we are earning sufficient funds to operate the facility. Mentoring other staff, communicating needs in classroom, clearly and constantly.

Code of Ethics:

Each year during staff development, you are given a copy of the National Association for the Education of Young Children's (NAEYC) Code of Ethics pamphlet that defines our policies and procedures of ethics. It is vital that we follow these principles in order to develop positive family and co-worker partnerships in our program. We are here to support children, families, and each other. This support can only occur through respect, trust, and cohesive relationships. We are a team and that team is only as strong as its foundation. Our relationships provide the foundation.

IPad/Learning Genie use requires the use of information about families, please refer to Board Policy 713 to review the Tablet Device Guidelines and Use. For further information about the West Hills College's policy on ethics refer to Administrative Procedure 3050 Institutional Code of Ethics. Learning Genie is confidential.

Confidentiality:

It is extremely important that we keep issues regarding children, families and co-workers confidential. If there is a concern of a family or child, this is not to be discussed in the classroom. Additionally, this is not to be discussed throughout the building or outside of the center or staff from other rooms. Issues regarding the children are typically very sensitive issues and are not information to share with **assistants or ECE lab students**. Keeping information confidential is vital to maintaining a professional attitude and a positive relationship with parents, which includes social media (Facebook, Snap Chat, Twitter, Instagram, etc...). For additional information on confidentiality please refer to The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

Another confidential issue pertains to the files kept for the families and children of the program. Files and iPads are not to be taken off site without authorization from the site supervisor. Files would only leave a site due to an IEP at a school site or another extenuating circumstance. Again, this is to be approved by the site supervisor.

Access to files will be limited to the Program Director, office personnel, site supervisors, and teachers. Outside agencies may have access as needed with consent from parent. Transfer of files for children between sites are to be done by office personnel or site supervisors and are to be tracked on transfer logs.

Complaint Procedure/Chain of Command:

If a problem or concern is identified, the site supervisor is your first contact. If it is not resolved at this level, the director, Conne Cleveland is available for consultation. If this internal process is unsatisfactory to you, then Becky Cazares, Human Resource Director, is your contact source. Concerns regarding center management or personnel policies should not be presented to the office personnel. Their duties do not include these responsibilities.

All concerns need to be addressed internally prior to them being forwarded to the District. If you do have a concern, prior to bringing the issue to management, please develop a plan of action to submit with complaint. These need to be in a written format and will become part of our confidential files. We are a team, and we respect and welcome constructive criticism that includes a plan of resolution.

STAFF GUIDELINES / RESPONSIBILITIES**Job Description and Competencies:**

Each position has a description of job duties and a job competency profile. Job descriptions were changed effective July 1, 2017 to meet new qualifications established by the National Association for the Education of Young Children. It is imperative that you thoroughly read your job description to develop an understanding of the responsibilities in your position. Your job description outlines the standards for your position and your ability to meet these standards will be reflected in your annual evaluation. It also includes information regarding your responsibility in holding a permit, renewing permit through professional growth activities and continuing your education. You will find permit information at: <http://www.childdevelopment.org/cs/cdte/print/htdocs/home.htm> or <http://www.ctc.ca.gov/>.

Lab Models:

One goal of our program is to be an exemplary model of best practices in early education and serve as a laboratory school for students enrolled in courses related to the development of children.

As a part of a lab school, you may have students completing lab hours and conducting observations in your classroom. It is your responsibility to model best practices and assist students, enabling them to be successful in their courses. Over 90% of our staff has taken some of their courses, and many have taken all of their courses through West Hills. In essence, we are growing our own. You are essential to producing future quality staff. Please make students feel welcomed in your classroom and offer

your support; however, only master teachers will provide instruction to students. Vaccinations must be up to date and include Tdap, MMR, Flu shot, and TB within the last 12 months.

Permit Requirements:

Upon employment, each teacher is required to obtain a Child Development Permit through the CA Commission on Teacher Credentialing. It is a CA Department of Education mandate that permits be on file for each teacher and supervisor. Permits are strongly encouraged for assistants. You are responsible for the renewal of your permit and forwarding a copy of renewed permit to your **site supervisor**, the **CDC district office** and to **Human Resources**. If your permit expires after your renewal date, you are subject to dismissal – as a permit is a mandate of Department of Education.

Educational Requirements:

As per your job descriptions, all teaching staff (Associate Teachers, Teachers, Master Teachers and Site Supervisors) must be **enrolled and maintain continued enrollment in coursework leading toward a BA/BS degree** in Child Development, other related field or a BA/BS in any other discipline and 36 units of Child Development or Early Childhood Education to meet National Association for the Education of Young Children teacher qualifications. Enrollment requires being continually enrolled in a minimum of three units per semester. West Hills College or another community college to complete General Education requirements meets this enrollment requirement.

All teachers must have completed a minimum of 30 additional units (6 per year) since we changed the job descriptions in 2006.

- Any supervisor/teacher who is not enrolled in a BA/BS program by Fall 2011 must schedule an appointment with an WHC academic advisor to create an Ed Plan. The Ed Plan must detail the exact coursework necessary to prepare the student for transfer. Ed Plans are due by the last working day of September.
- All coursework from Fall 2011 forward must be coursework required to meet requirements for transfer (this can include remedial work only ***IF*** it is included in the Ed Plan).
- All staff without a BA/BS must submit a course schedule no later than 2 weeks after the beginning of each semester and a copy of their grade report (does not need to be an official transcript, but must be a printout from the college they are attending) within 30 days after the end of the semester.

Class schedules need to be submitted within 2 weeks of the class term, with grades submitted within 2 weeks after the class ends. It is advisable to meet with your supervisor while you are planning your class schedule, as your supervisor can only work around a limited number of class schedules. Priority will be given to those students who have applied for transfer to a BA/BS program and have demonstrated academic success. In addition it may be a Department of Education requirement that all assistants obtain an A.A. degree in the near future.

Mandatory/Recommended Staff Meetings:

Mandatory staff meetings are a requirement. Supervisors will schedule meetings as needed by site. In addition to the mandatory meetings and trainings, informal classroom meetings are held throughout the year. The site supervisor will notify you of meeting time, typically these are held during the regular work schedule or immediately following. The site supervisor also sends memos to the classroom with notification and reminders. This is a method to deal with classroom or site issues quickly and keep the mandatory training sessions to learning opportunities rather than site issues. Also, **check your email daily for notices** from the supervisor or director. NO CHILDREN.

There are other educational opportunities that are strongly recommended to enhance your personal and professional growth. These are **not mandatory and are unpaid**. Again, while you are not required to attend these, it is recommended that you keep apprised of the developments in our field and consider your professional growth requirements of your permit. These opportunities include PAC

meetings, parent education seminars (monthly) and other various meetings and in-services both on and off site. **Again, curriculum and class meetings will be held during your regular work schedule.** In-service training is a requirement of Department of Education, Accreditation standards and Department of Social Services, Community Care licensing. 25 hours of professional development per year are required for all permitted employees. Most of this training is free to most sites because we are QRIS rated and (Kings County) sites receive a stipend for attending. If you already have a BA degree, all permitted staff should have a Professional Development plan in place. 105 hours have to be completed in 5 years to renew your permit, we are now requiring that in 25 hour increments per year. (This is in the process of change at the Department of Education level)

During evaluations, the site supervisor and staff determine individual training needs. It is required that part of your staff development includes renewal of your CPR/First Aid. The cost of the training is covered for teachers. Assistants are encouraged to obtain their CPR/First Aid training on an individual basis.

Please provide a copy of attended trainings to your site supervisor to put in your personnel file and complete a professional growth and an educational tracker at the end of each semester (January 15 and June 30). These must be turned in with copies of certificates for professional growth activities attended and/or unofficial transcripts. Site supervisors will only count professional growth activities which they have copies of the certificate on file for completing any stipend applications. These are on record to verify staff continues their education in early education and child development (NAEYC, DSS, DOE, and QRIS).

Staff Evaluation:

The site supervisor conducts the evaluation of staff. The staff evaluation process is to follow CSEA guidelines and center procedures (refer to CSEA handbook/ NAEYC Code of Ethics for further directions). We view evaluation as a time for you to identify your strengths and weaknesses and develop a plan to correct weaknesses and to personally monitor your professional growth.

Evaluation Timeline:

- 4 month evaluation
- 8 month evaluation
- 1 year evaluation (end of probation period)
- Annual evaluation after probation period
- Any other time as needed throughout the year

Prior to Evaluation:

- Site supervisor conducts formal and informal observations
- Supervisor will review 3 randomly selected files (teachers & office assistants) or anecdotal records (assistants)
- Site supervisor meets with staff member one week prior to evaluation and provides following:
 - Observations (staff member reviews, comments, and signs)
 - Job description and competencies
 - Prior goals
 - Goals and Accomplishments to be completed by staff
- Evaluation date is scheduled

During Evaluation:

- Review employee's educational plan and/or professional growth plan
- Site supervisor presents evaluation and both sign and comment
- Goals are reviewed (or established)
- Staff member and site supervisor define in-service training needs

Communication is key:

There is a staff bulletin board and email system that will keep you informed of meetings, job opportunities, and upcoming events. Make sure you check these daily. Checking your email daily is essential, as this will be the method of distributing memos and important information by your supervisor. Additionally, the site supervisor will guide you in keeping class records of communication, child attendance and meetings. These are to be kept in a classroom box at NAEYC sites or those applying for accreditation.

Staff Attire:

Staff should dress in a professional manner. A professional manner is indicative of attitudes and styles that do not promote trends. We attempt to keep a neutral profile for the parents and children in order to accommodate their needs and expectations. Smocks will be worn beginning August 2017. Red for teachers and blue for assistants. Your names will be on them and they will be laundered by the center. You will be responsible for getting them into the container for the laundry service and will still have to wear a smock so make sure keep them turned in when dirty. Work attire is to be kept clean and free from heavy scents such as body odor, smoking or perfumes to avoid triggers for children or staff with asthma.

Pants, including jeans are acceptable, if clean, undamaged. No slits, mesh, or rips above the knee. No low slung exposing undergarments or bottoms. Shorts are also acceptable at an appropriate length (guide: with fingers at your side, short length below your fingertips). Tank tops, thin straps, midriffs, short shirts, low-cut or see-through blouses are prohibited (short sleeve blouse is appropriate).

Tattoos will be handled on an individual basis, keep in mind that anything obscene, vulgar, offensive, or gang related will not be tolerated; hickeys need to be covered and non-visible. Any face jewelry (tongue or nose) that cannot be left out must be clear and dangling or hoop style earrings must be removed during your shift to prevent an injury to staff or the children. As a guide; please make sure jewelry will not cause physical injury to yourself or a child.

Tennis shoes are preferred, however, shoes must be slip resistant, closed toed, have a strap on the back, and be conducive to weather and play.

Staff Injuries:

If you are injured at work, you must immediately notify your supervisor and call the Company Nurse @ 1-877-518-6702. This is **MANDATORY!** The Company Nurse will assist the injured employee in access the appropriate medical treatment. Failure to report an injury in a timely manner may result in disciplinary actions.

STAFF SCHEDULES

Schedule:

As an employee of West Hills College Child Development Center, you are hired as a part-time or full-time employee without the guarantee of a set schedule or classroom assignment. While every attempt is made to accommodate staff, the needs of the program will be considered first when the site supervisor develops the schedule.

In the event of a **change in your schedule**, the site supervisor will notify you. While we attempt to accommodate employee's desired schedule there are times throughout the day when this is not possible. You need to be in your classroom and prepared for the day at the start of your schedule.

Overtime is to be arranged through the site supervisor. **Time above your schedule will not be paid without supervisor approval.**

We are not always able to work around class or secondary job schedules due to meeting child/staff ratios. We cannot accommodate full time staff members taking classes during business hours, unless they do not extend beyond a lunch hour. Part-time staff, please let your supervisor know if you will be taking classes as early as possible as supervisors generally are working on schedules for the fall

during early summer. As stated in the Education Requirements section, schedule priority will be given to those students who have applied for transfer to a BA/BS program and have demonstrated academic success.

Lunch and Breaks:

The site supervisor will schedule your lunch break if you are scheduled for more than six hours per day. If you work more than six hours, **you must take at least a 30 minute lunch break no exceptions.** Rescheduling your lunch break requires site supervisor approval. Each full time (8) hour staff member will receive two fifteen minute breaks. As we do not have a designated person to relieve for breaks, this has to be coordinated among the staff members throughout the building. Break time is not the time to visit with other staff members in the building. You may not leave the premises during breaks.

Days off:

Excluding unforeseen emergencies, request for time off requires a *TWO WEEK NOTICE* and the form needs to be submitted to the site supervisor for approval. Time off must be prearranged and PREAPPROVED TWO WEEKS IN ADVANCE or time taken off will be leave without pay (LWOP). Excessive time off will be documented-excessive means more than you accrue monthly.

Vacation:

We request that staff take their vacation during the slower times of our year as the children need consistent caregiving. Therefore, vacations need to be requested during winter or spring break and the summer schedule. Vacation time needs to be requested at least two weeks in advance and approved by the site supervisor. Vacations need to be completed by the start of the school year. TB screenings will be required if you have been out of the country for more than 10 days, please have your results ready upon return to work. ***DO NOT PURCHASE*** any destination travel before your time off is approved.

Emergency time off:

If you are unable to attend work due to illness or emergency, please contact the site supervisor as early as possible, but at least a 2 hour notice. It is your responsibility to speak to the supervisor directly, (not a co-worker, unless directed to do so). Leaving a message on your supervisor's phone or texting your supervisor is at the supervisor's discretion. Her home phone number is provided to you at Staff Development. Please be responsible with your work schedule as the children and your co-workers depend on you being here each day. Excessive time-off will result in a written warning from your supervisor and possible disciplinary action.

Timecards:

Timecards are to be completed and turned into the site supervisor by the 25th for permanent employees and the 8th for temporary employees. It is your responsibility to submit your timecard to the supervisor; they will not approach you for the card. Continued failure to submit card is subject to written warning by your supervisor.

CLASSROOM PROCEDURES

Greeting parents:

It is the responsibility of all staff members and lab students to acknowledge and greet parents, visitors and children with a friendly smile and a "hello" and also to acknowledge children leaving.

Communication is key.

However, only teachers are allowed to convey information to the parent regarding the child's day or concerns regarding behavior. The teacher is to observe child's health and physical appearance. If there are noticeable signs of illness, please discuss with parent and contact site supervisor if necessary.

This greeting is also a time to ***briefly*** discuss the child's progress (mainly positive). **Notice the emphasis on briefly.** This is not a time for long personal chit-chat as you are still responsible for the other children in your care. The children are your first priority. If there are concerns, schedule a parent/teacher conference. Inform the site supervisor of the concerns and the conference. This helps to promote the professionalism of the program. Adult conversations are no appropriate for the classrooms, if you are huddled up talking to your co-workers, **who is watching and interacting with the children.**

A new child and family needs extra attention to feel welcomed. Allow an adjustment period of several weeks for the new child and their family. If the child has difficulty separating from their parent, ask the parent and site supervisor for assistance. To help build trust the child and parent should be connected with a primary care giver, classroom routines should be consistent and field trips avoided. Remember, this is an adjustment period and the child, with your guidance, will become more confident.

Child Enrollment Maintenance:

In an attempt to maintain maximum capacity in each classroom and ensure program is fiscally sound, children's attendance must be monitored by the lead teacher (as identified by site supervisor).

Absence Procedure

- Day 1: The lead teacher is to contact the office to verify that the parent has called in the absence.
- Day 2: The lead teacher will contact the parent and notify office of child's status. If no response, notify site supervisor.
- Day 3: Site supervisor will contact the parent
- Day 4: If child is still out and site supervisor or teacher has not been able to contact them, site supervisor will authorize office to forward notice of action stating risk of losing enrollment space.
- Day 5: If no response from parent, notice of action terminating enrollment will be mailed.

Attendance:

- Attendance records must be accurate. Make sure you are using the correct color coding.
- The following codes are the only ones used to indicate changes on your attendance sheets
 - o E = First day of enrollment
 - o D = Dropped
 - o TI = Transferred In
 - o TO = Transferred Out
 - o DI = Drop-in

Discipline:

Our policy on discipline is positive reinforcement and redirection. Corporal punishment is prohibited. There will be no spanking, physical contact, or manipulation of children at the CDC by staff members. Verbal threats and use of sarcasm are also prohibited.

Discipline/guidance is dealt with using a developmental approach. We need to accept the behavior of the child at their developmental level. Do not expect more from a child than they are able to give. If a child is exhibiting behavior that is not conducive to a group environment, encouragement works better than force. Find something positive to say about each child. The children are not intentionally displaying negative behavior; it is a developmental process they are experiencing. It is our responsibility to support their development. Find those teachable moments to encourage positive behavior.

Ignore behavior that is setting a game for the teacher and child. Ignore behavior unless there is potential for the child to injure themselves or others. Use the "Behavior Guidance" procedure for continued aggressive behavior.

Any behaviors concerns need to be addressed by the child's primary care giver. Introduce parents to the behavior gradually. Confer with the site supervisor before discussing behavior with the parent. Do not state that the child had a "bad" or "good" day. Use a gentle approach, so the parent does not become defensive. Behavior management in the class is the lead primary care giver responsibility. The behavior should not be discussed **with assistants or ECE lab students or other staff members outside your classroom**. If a child continues to show unsuitable behavior, the lead teacher needs to be the main caregiver for that child until the problem is resolved. Teachers are not to send a child to another classroom so a different teacher can deal with the child, nor is a teacher from another room to enter your classroom to discipline the child.

Teachers are not to send children home for behavior issues without the site supervisor's permission! (Assistants, lab students, and parent volunteers are not allowed to discuss discipline or development with parents.)

Classroom Environment:

The environment needs to be supportive of children. The tone and level of the staff's voice is extremely important. Staff members need to use positive words, "**No and Don't**" should not be heard in the classroom. Instead, an explanation of why the behavior is dangerous or disruptive should be stated to the child, down at their eye level. Positive Descriptive Acknowledgments need to be used with the children at all times.

Conversations with staff and children should not be heard throughout the building (low voice level). Conversations regarding children or center concerns should be done in private and kept confidential. Discussion of a child or a concern in front of other children, parents, or ECE lab students is not allowed. These types of conversation should be done in private, teacher lounge or site supervisor office. Intentional teaching and language is our goal. This includes all forms of Social Media.

Staff should not visit classrooms that they are not assigned to. If you do enter a classroom, use the least intrusive entrance and keep your visit task focused. Teachers are not to be interrupted during their classroom time in order to support you or your issues. If concerns arise contact your site supervisor unless other arrangements are in place. **Gossip vs. Communication** Gossip destroys relationships, communication builds relationships.

Physical Environment:

The setup of the classroom should provide a comfortable environment. The work centers include dramatic play area, language-reading area, science area, manipulative area, block area, and art area. The arrangement of the areas needs to provide physical boundaries for the children. Utilize shelving to keep toys in their areas.

The entrance of the classroom needs to be free of clutter and easy for people to move about in. Teachers need to ensure that the equipment is used properly and labeled according to developmental stages. Children's supplies are to be organized and labeled according to the developmental stage of the children in the classroom. Unorganized clutter is not conducive to learning. It clutters the child's mind and promotes negative behavior. Personal clutter needs to go home.

The lights in the classrooms need to remain on at all times and not to be flickered. A dark room is not the image we want to project to prospective clients or parents already enrolled at the center.

If a television or Ipad is used, it is at a minimum and **only to present educational activities**. In substitution of outside playtime, a program promoting gross motor activity is appropriate. **Only videos and musical CD's on site may be used, site supervisor approval required for videos/CD from outside our library**, this includes musical tapes or CD's. Music from home is not allowed and any changes need to have supervisor approval.

Bulletin boards inside and outside of classroom are to display children's artwork and information for parents. These need to be continuously updated and consistent with the learning theme and season.

Old calendars and notices need to be removed and filed in teacher's file. Thumb tacks and staples are not to be used.

The physical environment is not to be altered prior to discussion with your site supervisor. If you discover an area that needs to be restructured due to safety or development concerns, prior approval by site supervisor is required. Additional furniture/fixtures are not to be brought into the environment without the permission of the site supervisor. Any large furniture/fixture allowed to be brought into the program becomes the property of the CDC.

Storage:

Our programs all have limited space, so teachers are not allowed to bring their personal items, toys, resources, etc., and leave them in the offices, cabinets, etc. for more than 2 weeks. Items left longer will become the property of the CDC for all to use, unless prior approval by site supervisor.

Staffing:

Our classrooms are staffed to maintain a ratio of 1:8 for 3-5 years; 1:4 for toddlers; and 1:3 for infants. It is the teacher's responsibility to monitor the ratios in their classroom. If you exceed your ratio, you must contact your supervisor for additional duties, or assignment to another classroom. The ratio during nap is 24 to 1 (with staff on premises completing the 8 to 1 ratio). Staff must be visually supervising, not sitting doing homework or other personal duties during naptime. **Assistants, parent, ECE students, and work-study students are to be supervised at all times by a teacher. Children are never to be left alone with an assistant, parent, student or work study student. Assistants may cover naptime with a site supervisor/acting site supervisor on site.**

Daily Schedule:

Each classroom must have a daily schedule posted and can change according to the needs of the classroom. The schedule provides routine (the order of activities) and consistency for the child and the center. Although the schedule is routine, please allow for times that it cannot be followed. These factors include, but are not limited to the children's attention or inattention, visitors, special events, weather, or children's interest. Teachers are to inform site supervisor of changes in schedule, i.e. meal times, naptime, outside playtime.

Meal times/Nutrition:

Meals in the program are served Family Style. An adult sits at the table with the children. All food is placed in serving bowls on the table (plastic wrap is removed and thrown away). Children are encouraged to serve themselves or serve themselves with the help from an adult. This is a "teachable moment".

- Children and child care givers practice good manners in a pleasant mealtime setting.
- Children learn and practice social skills, like talking turns, passing food to others, saying please and thank you, and helping to set the table.
- Children often want to try new foods when they see other children and adults eating them.
- Children and care givers can enjoy quiet conversations and a relaxed meal together.
- Talk about the types of foods they are eating (don't forget about color, texture, etc.).
- Be prepared. Have all foods on the table at the beginning of the meal.
- Have enough food available to meet meal pattern requirements and to allow for seconds.
- Some food may spill as children learn to serve themselves. Allow for this.
- Expect spills. Children are learning and accidents will happen. Wipe up spills without a fuss.
- **FOOD WILL NEVER BE WITHHELD AS A FORM OF DISCIPLINE.**

Meal time is not intended as a lunch period for staff to chit-chat or to eat their lunch (prepare a plate for yourself, but not a full meal as we are not reimbursed for food eaten by adults). There should not be additional food at the lunch table, only food from the kitchen. There is to be one adult at each table, extra staff can utilize this time for prep and cleaning. We are participants of the Child Care

Food Program and have regulations regarding the type and amount of food we serve and how it is served. This information will be provided to you during orientation.

Meal Counts:

The meal count worksheet is prepared by the Office Assistant at the end of the month and taken to each classroom to start utilizing by the 1st of each month. At the end of each month, the Meal Count Worksheets are signed by each classroom teacher and submitted to their Site Supervisor for review and approval.

The meal counts are recorded by the teacher in each classroom (or staff as assigned) during each point of service. Staff must record the total number of children that participated in each meal along with the number of staff that sat with the children. The total count for children goes in the first column of the Meal Count Sheet and the total count of adults goes in the second column of the Meal Count Sheet. The counts must be entered onto the Meal Count Worksheet in legible print. The counts must be completed and correctly entered before the food cart or dishes leave the classroom. Verify accuracy against your sign in sheets. No white out is allowed on the Meal Count Sheet.

Site Supervisor will provide random checks to make sure counts are accurately recorded at the point of service. Classrooms who fail to accurately record their meal counts at point of service will be addressed by the site supervisor.

Menu Production Records:

Each center cook is responsible for completing the menu production records for their site. Menu production records must be completed daily using estimated counts to make sure that food quantities are sufficient for the number of children to be served. It is imperative that you use your food buying guide to determine the correct amounts of food needed to prepare your daily meals. Using classroom meal counts for each meal, the total number for each age group is entered on your menu production report the following day.

Site Supervisor will provide random checks to ensure that Menu Production Records are completed and are kept up to date by staff. Cooks who fail to accurately record and complete menu production records will be addressed by the site supervisor.

Additional support and training will be provided by the Head Cook as needed and requested by the site's supervisor and coordinated with approval by the Program Director.

Site Monitoring Reports:

Site Supervisors will complete a by-monthly site monitoring reports per year, and each site will receive at least two unannounced site monitoring visits during the year. The original Site Monitoring Reports will be submitted to the Child Development District Office for recordkeeping and tracking. By providing this additional oversight, we can maintain the integrity of our food program.

Food Safety:

The program will take steps to ensure food safety in its provision of meals and snacks to discard foods with expired dates.

Cooking Projects:

Cooking projects can become part of our nutrition program with following requirements as set forth by the California Department of Education Child Care Food Program. The site supervisor and cook will provide these guidelines for you. These projects must be pre-approved 2 weeks prior by the site supervisor and cook.

Naptime:

This is a quiet time of the day for the children. While this time is typically 2 – 2.5 hours, lights need to be on by 2:30 and slowly wake the children up. Make sure that children who do not sleep are accommodated. This would be coordinated by the site supervisor. Cots are to be placed at least three feet apart, visible by the teacher at all times and not in traffic areas. **Do not** move the furniture for nap; instead rove the room for ultimate supervision. While the room can be darkened during nap, make sure it is not too dark for people entering from outside. Children's bedding must be stored in plastic bags, not folded and stacked with other children's bedding. When bedding is taken to the classroom, the plastic bags are to be taken back to the cot room (the children are not to have access to these bags at any time). Make sure to close the door after the cots are removed. Bedding needs to be laundered each week without fail.

The children need to learn to go to sleep on their own. **We discourage staff from constantly rubbing backs to put a child to sleep as children need to adjust to falling asleep naturally. Walking quietly around the room and reassuring the children of their comfort, works quite well.** If an older child does not sleep during naptime it is appropriate for them to be offered books or a quiet activity on their cot. The ratio is one to 24 during naptime (with other staff on premises to satisfy legal ratio). This is a time that staff members need to be moving around the room every 15 minutes. This is not personal time or break time.

Outside Play Time:

Outside time is an important component of our program (refer to ERS). This is a wonderful opportunity to encourage social skills, introduce concepts of math, science, and expand the child's learning. Prior to going outside, plan and set up curriculum for outside play, bubbles, water painting, different sand toys, etc.

The teachers are required to "rove" the yard, supervise, and interact with the children. Sitting, and/or standing in-groups talking, are prohibited. Also, avoid yelling across the yard to a child, make every attempt to go to them with your request or question. Children should not be outside when temperatures are above 100° or when air quality does not permit children to be outside. Anything over 100° must have the site supervisor's approval. When outdoor opportunities for large-motor activities are not possible because of conditions, the program provides similar activities inside.

Teachers must monitor children entering the building. A good guide for adequate supervision is to post one teacher by the classroom door, one by the climbing structure/play equipment, and one in the middle of the yard. All staff must be responsible for maintaining visual supervision of the children. This means you must be aware of where and what children are doing at all times.

To protect our children, staff must prevent children from rough-housing (wrestling, play fighting, etc.) to prevent children from being injured. With classrooms with children who like the rough and tumble play:

- Step 1: Discuss before going outside about keeping our hands and feet to themselves
- Step 2: Intervene - Remind children of the rules
- Step 3: Redirect children to a more appropriate activity
- Step 4: Involve parents to work with you to help children develop more self-control
- Step 5: Involve site supervisor for modification (staffing/environment/scheduling)

Staff breaks should not be taken during outside time, as the majority of injuries and supervision issues occur during outside time.

The children are not allowed to use the adult size brooms or equipment. Staff is responsible for sweeping (while encouraging child's participation with child size broom) the concrete and putting away equipment. Toys must be cleaned up when transitioning back inside.

The first teacher in each classroom is to ensure that all equipment is put out at the beginning of the day. The last teacher in a classroom is to ensure all outside equipment is secured and the yard cleaned up for the next day. Sheds in the yards are not allowed to be unlocked while children are in the yard. Staff is to remove outside toys prior to children coming outside. **Under no circumstances are children allowed in the shed.**

Field Trips:

We do not take field trips that require transportation; however, we believe it is important for children to be aware of their community. As part of our program, we do provide walking excursions, weather permitting, with a ratio to be determined by age and group of children. Walking locations are determined by center site supervisor and may include trips to the fire station, police station, post office and businesses in the community. Parents will be required to complete a permission slip for off-campus excursions. Ratios are to be no less than 1 to 6. All volunteers and lab students are subject to the new immunization laws effective September 1, 2016.

Curriculum:

The **curriculum** is integrated into all aspects of the child's day and schedule. The schedule should provide opportunities for children to explore, interact with their environment, learn, and develop at their own individual rate. Teachers need to make clean-up, transition times, dental hygiene, small group, large group, free-play, and meal times a learning experience. Find a teachable moment every day, with every child. Enhance children's reasoning skills, language skills, and social skills, throughout the day. Example: during outside play, introduce concepts of near-far, fast-slow, up-down, etc. by expanding children's play through interaction with them. This needs to be done at the child's level of development and through play.

Our lesson plan is only the planned foundation for learning; it is not the entire curriculum. Teachers need to web music, social, math, science and language activities into the daily schedule. Lead teachers need to plan and document extended curriculum and document spontaneous curriculum. There is a balance of teacher initiated and directed versus child initiated activities. There should also be a continuous project visible in each classroom. It gives the children something to return to each day, making preschool as comfortable as home. Preschool Learning Foundations and Preschool Curriculum Framework are used as guidelines. See West Hills College portal for these and other documents for curriculum ideas.

Planning time will be provided through support of the site supervisor. We expect teachers to take advantage of the times throughout the day when their class size is low. If the ratio allows, relieve each other to plan your curriculum, update portfolios and assessments. **Curriculum is to be posted weekly and submitted to the site supervisor monthly.**

Developing an Integrated Curriculum to Meet the Developmental Needs of Children:

Integrated curriculum consists of activities that develop the child's sense of self and cognition. There is a strong emphasis of language development integrated into all aspects of our curriculum. Teachers read numerous stories, take dictation from children, and consistently monitor the language area to ensure it is interesting to the child. Our small group activities consist of projects in classifying, sorting, matching, measuring, and inferring to build pre-math skills. Our large group activities, as well as everyday events, provide information to promote the child's self-concept, and similarities and differences of people. The staff reads books and sings songs in children's native language. Cultural diversities are depicted through classroom posters, dramatic play equipment, in the language area, and throughout the entire classroom.

Again, the daily schedule varies based on the child's interest and needs. Teachers are to acknowledge that transitions need to be limited and developmentally appropriate. When the children are moved from one activity to the next, adequate notice should be given to each child and achieved through song, rhyming, or play. The younger children are moved in small groups and young toddlers/infants are transitioned individually. Teachers are to provide opportunities for small group and

large group activities with the largest portion of time spent in free choice activities. In addition, there needs to be a balance of quiet and active times. The noise level of the children should be controlled so that normal conversations can be heard without raising one's voice. The lofts or language arts areas are wonderful areas for quiet activities. And remember, if the children are not interested in an activity, do not force them to participate. Perhaps the activity is not developmentally appropriate and that is why they are not interested. Review the children's responses to different activities to discover what they are interested in.

Discovery Time:

Discovery time at the center is a time where the children are given a choice of what activities they would like to do and most of the day is spent in these activities. Make sure there are teacher directed and non-teacher directed activities. The teachers and assistants need to monitor and facilitate the children's play. Do not sit at a table with your back to the children, you need to rove the room and continuously observe the children. This is a time when the teachers need to interact with the children, observe their play, intervene and redirect when necessary, and make anecdotal notes to be placed in the child's assessment file.

Classroom Learning Centers

Dramatic Play:

Promotes socialization, creativity and emphasizes self-help skills. This area should be limited to the appropriate amount of children. The theme in the dramatic play area should reflect the class study or the interest of the children. Rotate the equipment in this area routinely and create an imaginative play area. It can become a house, office, store, hospital, etc. This is also an opportunity to reflect the different cultures in your classroom.

Art Center:

Promotes creativity, self-awareness, fine motor development and literacy. The art center is available to the children at all times. The children are to be encouraged to maintain and monitor this area with very little teacher direction. The supplies are to include paint, glue, paper, markers, magazines, smocks (to be worn at all times with messy activities), trays, tissues, construction paper, and scissors, etc. They need to be rotated and refilled as needed.

Science Area:

Promotes socialization, pre-math and science skills, cognition, and awareness of nature. This area needs to reflect the theme of study or the child's interest. Items need to be rotated at least monthly. This is a quiet area for the appropriate amount of children.

Language Arts Area:

Promotes language, literacy, self-awareness, socialization and cognition. This is an area where the children read books, practice their printing, tell a story, or share quiet time with a friend. The area should have books and tapes that reflect the child's interest and be rotated every month. This is also a great area for reflecting your class' culture. The writing area should have a variety of tools, such as chalk, markers, hole punch, tape, paper etc. These supplies should be checked and refilled daily. This area should be limited to the appropriate amount of children. This area also provides the opportunity to take dictation from the children.

Block and Transportation Area:

Promotes social interaction and pre-academic concepts of balance, building, structure, hand-eye coordination and small muscle development. This area also helps build self-esteem in successful completion of projects. There should be significant blocks and building materials such as maps, tape, and writing paper as to promote higher learning. This is a quiet area in which they practice their skills by building, inferring, calculating and socializing with their friends. This area also needs to have the equipment rotated and enhanced (i.e. if you are studying animals, make sure they have the material to build a zoo, such as landscape and all). This area should be limited to the appropriate amount of children. This area is to be utilized for large group time by closing the block shelf.

Manipulative Area:

Promotes child's pre-math and science skills with exposure to shapes, colors, numbers, sizes and concepts. This area also builds self-esteem in successful completion of project and in perseverance. This area needs to be rotated every month and works best with the appropriate number of children in the center.

Wood Working:

This area promotes pre-academic concepts by assessing shapes, textures, and size. The equipment is to be stored separately **and at all times monitored by an adult**. Develop a system for the child to checkout and return the equipment.

Additional Learning Areas:

Other areas should be based on the interests of the children and can include areas such as gardening, stores, restaurants...

ASSESSMENT

Child's Assessment:

Desired Results Developmental Profile (2015) and DRDP Tech is a mandated assessment tool of programs funded through the CA Department of Education (DRDP). The Learning Genie is a mandated form of assessment tool for the Child Development Centers. The **DRDP and portfolio are confidential information and may not be taken off the premises**. The records are to be on site at all times and available for teacher, site supervisor and director.

Assessments are a continuous process which start the first day of the child's enrollment. The initial assessment of the child is achieved with input from the parent. They complete an ASQ & ASQ-SE about their child that supports the staff in becoming acquainted with the child and family. Within 60 days of enrollment, the teacher completes the DRDP (Children are not pulled out. They are observed during play). This provides an insight to the child's level of development and enables the teacher to teach according to the child's strengths and weaknesses. Other important aspects of assessing a child's development are through the daily interactions between parent and teacher and parent and child.

Additional assessment components are obtained through observations and anecdotal records. The teacher summarizes these records, the DRDP, and artwork of the child to present during the parent/teacher conference using the DRDP Child's Developmental Progress form. The teacher confers with the parent twice per year, or more as deemed necessary by teacher or parent. During the conference, the teacher and parent establish goals for the child. These are reviewed at next conference. **All anecdotal records need to be readily accessible to site supervisors at all times.**

The assessments are a guide to the child's development. If the teacher notes concerns, she/he confers with the parent, administration, and resource specialists before the child is referred for additional services. Every effort is made to ensure the concerns are justified and not developmental before a child is referred for assessment.

Process:

- Within 30 days of enrollment: ASQ & ASQ-SE to be completed by the parent, and reviewed & scored by teacher
- Assessments: Desired Results Developmental Profile (DRDP 2015) on DRDP Tech within 60 days, generally October & March, but needs to be completed 60 days from the child's official enrollment date.
- Observations: These should be started on day 1.
- Anecdotal: These should be started on day 1 and include dates and accessible on site at all times.
- Child's artwork: Should have a variety of art (drawing, painting, cutting, etc). **Must have child's name and date** on all artwork.

- Child's Developmental Progress form
- Parent/Teacher conference

Child's Portfolio:

Our portfolios are the "child's history" while attending the program. The portfolios are kept until the child graduates from the program or transfers to another program. The parents are welcome to copies of the portfolio, but the file remains at the center throughout the duration of enrollment.

Contents of the Portfolio:

- ASQ/ASQ-SE-2
- DRDP Child's Developmental Progress form
- Record of parent/teacher conferences
- Observation records
- Anecdotal records
- Teacher/parent record of communication
- Behavior guidance plan (if developed)
- Samples of the child's art work
- Pictures of the child at play while learning

At the end of a child's enrollment, DRDP's, Child's Developmental Progress, anecdotes, observations, behavior guidance (if applicable), and parent/teacher record of communication are to be filed in the child's confidential file by the child's primary teacher or site supervisor. Artwork is not to be filed in the child's confidential file. These forms are confidential program documentation and are kept 5 years for review by CA Department of Education. Artwork and pictures are to be given to the parents.

Site Evaluation:

We follow guidelines of evaluation as defined by accreditation standards through NAEYC and the California Department of Education. Evaluation of our program is vital to meeting the needs of our families and is conducted utilizing a team approach. As part of our team, you will become involved at all levels.

The program review for evaluation we use is titled "Desired Results." The Desired Results consists of activities at classroom level that are compiled to site level for reporting purposes. The components at class level include the **Desired Results Developmental Profile (DRDP)** (individually based according to child's age); the **Group Data Summary** (by classroom); **the DRDP Summary of Findings** (by classroom); **Environmental Rating Scale (ERS)** (scale appropriate for age group); **Profile** (part of ERS booklet) and a **ERS Plan of Action**. There is also a **Parent Survey** which will be disseminated during parent/teacher conferences. Extensive and comprehensive training will be conducted this year to understand and learn the Desired Results. Below is a timeline and explanation of all parts of the Desired Results and other evaluative tools.

1. Monthly / Ratio Review

- Department of Ed Staff Ratio Report
- Meal Count Data

2. Semi Annual

DRDP Profile (within 60 days of enrollment) and DRDP Summary of Findings

- October: Must be completed by mid-October
- March: Must be completed by mid-March
- Parent/Teacher Conferences: Must be completed by mid-November and mid- April
- New enrollment: Complete DRDP within 60 days and add to DRDP tech
- Track activities of key findings on log sheet - ongoing
- Site Supervisors submits site summaries to the District Office by mid-October and mid-March

- Completed action plans and logs – Due to supervisor mid-April and District mid- April

3. Semi Annual

Parent Survey/Evaluation

- Due by mid-November
- During parent/teacher conference
- Site Supervisor review and tally survey sheets
- Site Supervisors to complete the Parent Survey Summary
- Submit to District Office by mid-November
- Present results at monthly staff meeting (December)
- Site Supervisor tracks activities on key findings on log sheet

4. Semi Annual / ERS

- No later than mid-September
- Mid-February (if your classroom had any area average scores less than a 5).
- Staff applies ERS to own classroom
- Site Supervisor reviews the ERS for each classroom and submits profiles by end of September
- Collectively identify gaps
- Collectively develop action plan
- Track activities on log sheet that correct issues
- Monthly: Review progress of action plan at classroom meetings and administrative meetings

5. Annual / DESIRED RESULTS:

- Begin process in September with ERS and DRDP in October
- Conducted by staff, administration, Board of Trustees member, parent and community representative
- Tools: Desired Results (Department of Education):
 - o DRDP Summary of Findings
 - o Parent Survey Summary of Findings
 - o ERS Action Plan,
 - o Develop Program Action Plan: At Site and Contract Levels
 - o CCR/CMR
 - o Agency Self Evaluation Report and Compliance of Findings
 - o Complete review and submit report to CDE June 1

Exact dates to be announced at orientation.

HEALTH / SAFETY

Emergency Procedure:

Fire, earthquake, and lock-down drills are conducted monthly as well as thorough safety inspections. Please refer to the emergency procedures posted at the exits for additional procedures. Staff members are assigned specific duties during an emergency and will be informed of their role during drills. Lead teacher is responsible for conducting daily safety inspections in the classroom and reporting hazards to the office. Forms for the inspections will be introduced to a teacher in class. This will include the 2016 Playground Safety Inspection documentation.

Injury & Incident Reports:

In the event of an injury or illness, site supervisor or teacher in charge is to be notified immediately. The teacher and supervisor will determine if parent is to be contacted or child sent for emergency care. An incident report is to be completed by the teacher, signed by supervisor or teacher in charge, and given to parent at pick up time on the **same day as incident**. If a child gets sand in their eyes, a splinter, blister or other medical concerns that require a procedure that is considered invasive, do not treat. Call the parent or inform them at pick up time. Do not wash sand from eyes. Keep the child from rubbing their eyes, inform office, and call parent immediately. Most importantly, notify supervisor of all

injuries to assist you with determining severity and need of notifying parent. Carry first aid fanny packs or kit with you during outside playtime, and in the event of an emergency that produces blood **USE YOUR GLOVES.**

Medication & Medical Treatment:

Each site has an Incidental Medical Services Guide (see glossary). If a child is on medication and it is to be administered during school hours, the parent is required to complete a medication form. All medication forms must indicate the duration the medication is to be given. Unused medication or the empty bottle must be returned to the parent upon the expiration of the medication form or the last dosage is given. This is for prescribed medicine only, no over the counter medication, unless accompanied by a doctor's note. The medicine is to be stored in the kitchen refrigerator or a designated locked cabinet as instructed by site supervisor. The medication form is to be completed by the teacher and given to the office when medicine is finished. It is a state law we keep a copy of the form in the child's file. **The teacher is the only person allowed to administer the medication.** Any administering or teaching staff who administers medication has (a) specific training and (b) a written performance evaluation updated annually by a health professional on the practice of the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right methods with documentation of each right each time the medication is given. Inhalers, Epipens, and any medicine to be administered long term needs to be approved by the site supervisor.

Child Abuse Reporting:

We are mandated reporters; however, we are also a support system for the child and family. As stated by guidelines from Child Protective Service, and our yearly online trainings, if incidents are suspicious; the first step is to confer with site supervisor and to objectively document the situation. Child Protective Service is also available to answer any questions you may have. Additionally, we do not want to overreact, but we do not want to leave children in a potentially unsafe environment. **Use your best judgment.**

Wellness Resources:

Any staff that may need referrals to resources to support them in wellness, prevention and treatment of depression, and stress management should speak with their supervisor to receive appropriate information for referrals to accommodate their needs.

Significant Hazards:

There should be no firearms, drugs and alcohol, smoking, or other significant hazards that may pose a risk to children and adults on the premises of the CDC.

Child Count:

Throughout the day, teachers need to monitor the number of children in their care. This is best accomplished by conducting "head counts" 2 times an hour. Involve the children in this activity to make it a fun event and to assure that all children are accounted for. In addition to counts logged on the child count sheets, counts can be written on a white board hanging on the door.

Pick up Procedure:

Only adults listed on the child's emergency form are allowed to take them from the center. It is the teacher's responsibility to ensure that the person picking up the child is on the authorization form, person **MUST be 18 years old.** Check identification if it is the first time you have seen the person, do not rely on the child (i.e. they call them mom, dad, grandma...) for identification. If the person is not on the authorization form, contact the supervisor and the parent, **do not release the child.** In the event you smell alcohol or marijuana on the adult. Inform the teacher prior to the child leaving the program. Teachers are instructed not to release the child. Contact the supervisor or administration for further support.

Bathroom Procedures:

If more than 1 child is in the restroom at a time an adult will be present. It is the adult's responsibility to ensure privacy for the child and the cleanliness of the environment. All children will be monitored during dental hygiene time. More than 1 child per sink or toilet will only lead to a safety/health or behavior issue. During outside play, an adult needs to visibly monitor children going in and out of the rest room.

If a toddler is in the transitional stage of potty training, staff is required to assist them with ensuring they are thoroughly cleaned after bowel movements. An Infant/Toddler Service plan will be completed prior to training by the teacher and parent. A copy will be provided to the parent, teacher, and office. The Infant Toddler tracking form will be completed by staff for any child in diapers or potty training.

Staff will follow the diaper changing procedure that is posted in the diaper changing area. These procedures are used to evaluate teaching staff that change diapers. Surfaces used for changing and on which changing materials are placed are not used for other purposes including temporary placement of other objects, especially objects involved with food. Containers that hold soiled diapers and soiled materials will have a lid that opens and closes tightly by using a hands free device. Containers are kept closed and are not accessible to children. Diaper changing tracker forms will be used with any child in diapers or pull-ups. Staff will not use hand washing sinks for bathing children or for removing smeared fecal material. Staff will not use hand washing sinks to prepare food. Staff members whose primary function is preparing food will not change diapers until their food preparation duties are completed for the day.

Hygiene:

Gloves are to be worn and hands washed after assisting a child with toileting, diapering, cleaning their nose, and especially during an injury where contamination with blood may occur. This is extremely important to prevent the spread of communicable diseases.

Families, children and staff are required to wash their hands for 20 seconds with soap and water, upon entering a classroom, before and after administering medication, after handling body fluids, after outside play time, before meals, before preparing or serving food or after handling any raw food that requires cooking, after handling garbage or cleaning, before and after water play and play dough, after projects, after handling any classroom pet, and after toileting. Hand washing with an alcohol-based sanitizer with 60%-95% alcohol is an alternative to traditional hand-washing with soap and water when visible soiling is not present (for children over 24 months and adults). A developmental approach is to be used with the children learning the importance of good hygiene and learning to accomplish this by themselves. This is part of our curriculum, teaching self-help skills. Staff is also required to role model good hygiene.

Staff will assist children with proper hand washing procedures by:

- Wet hands first
- Use liquid soap and running water
- Rub hands vigorously for at least 20 seconds
- Rinse well
- Dry hands with paper towel
- Avoid touching the faucet with hands

For health and hygiene reasons and potential risk of injury to a child or self, classroom staff will not be allowed to have long nails with or without adornments. They must be no longer than fingertip length.

Water Play: (Only when approved by management)

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

MISCELLANEOUS PROCEDURES

Supplies and Equipment:

Supplies and equipment need to be consistently maintained. **If something is broken, take it out of the classroom and inform site supervisor.** Teachers are responsible for rotating play equipment in the classroom. This should be done no less than twice a month. The shelves that store the standard equipment, blocks, housekeeping, manipulative, etc. need to be labeled in the established format. Equipment and furniture are to be cleaned weekly and organized daily (no exceptions). When you leave your classroom at the end of the day, **all counters are to be cleaned and straightened.** Children's shelves are to be organized and clean. The program follows the cleaning, sanitizing and disinfecting frequency table that is posted in the designated areas of the classroom. To control odors, our program will only use ventilation and sanitation as opposed to using air fresheners, chemicals or deodorizers. If you need guidance in establishing weekly cleaning schedule, see site supervisor. Lead teacher in class is responsible to ensure cleaning is done and classroom and equipment is in a safe condition. The only two approved cleaning solutions are soap and water, bleach and water. No other solution is allowed in the classroom without program director's approval. When returning items to their storage areas, please have respect for your co-workers and put them in their proper homes.

Cleaning & Sanitation:

Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized. When spills of bodily fluids occur, staff cleans them up immediately with detergent followed by water rinsing. If rugs/carpets are soiled, staff will clean by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning. Staff disposes of contaminated materials and diapers including diapers in a plastic bag with a secure tie that is placed in a closed container.

Any toy that has been placed in a child's mouth or contaminated by bodily secretions is to be washed by using water and detergent, sanitized, and air dried before it can be used by another child.

After children have used the toilet or been diapered, children and adults must wash hands, and sinks must be sanitized.

How to clean and sanitize tables before any meal or food activity touch the table.

- Spray with soap and water solution (dish soap and water)
- Wipe with disposable cloth (paper towel) per table.
- Spray with bleach solution (let sit for two minutes)
- Wipe with disposable cloth (paper towel) per table.

Pest Control:

Our programs maintain facilities so they are free from harmful animals, insect pests, and poisonous plants. Our program will use Integrated Pest Management so the least hazardous means are used to control pests and unwanted vegetation. Each program will contract with a commercial pest control company to implement the Integrated Pest Management.

Playground Checks:

Thorough checks must be completed before children enter playground areas. (Insects, spiders, snakes, feces...)

- Under and around all structures and equipment

Birthdays & Celebrations:

Birthdays and holidays are special for the children, but should not become the curriculum. Birthdays should include special poster (made by the other children), songs, stories, graphing activities, etc. **If the parents want to bring in something, it cannot be food prepared at home, cupcakes, cakes, or other sweet items. As per our food program, food items must contain less than 6 grams of sugar per serving. Encourage them to bring in something for the children to make during class to keep it as a hands-on educational experience.** Some suggestions for items families can provide are juice bars (made with 100% juice, milk shakes, smoothies, or oatmeal cookies or a non-sweet bread. Additionally, instead of bringing a food item, parents can come into the classroom and

read the child's favorite book, or participate in a classroom activity. Families may celebrate holidays different than you or not at all. So in order to respect families and their culture, we do not celebrate Christmas, Easter, or Valentines' Day. Do not take the tourist approach. Instead, learn something about the holiday you are introducing to the children.

Requests of Parents:

Based on our Funding Terms and Conditions, we are not to be asking parents for monetary donations. We are limited in the amount of money we can request from parents, and need to utilize these requests for things like caps & tassels, or if we are attending the movies. Parents cannot be asked to contribute more than \$25 per calendar year and must be documented with a receipt. **One word of caution, a child cannot be singled out if parents do not or cannot pay. You must have a contingency plan to accommodate those children.**

Telephones:

The phones in the classrooms are to be used as a parent contact and for emergency purposes. Do not change the password on the classroom phone or Ipads. The phone lines need to be available for those reasons. Please make it known to friends and family that personal phone calls are not allowed. If you do receive one, please limit your time on phone.

Because issues continue regarding abuse of your cell phone during work hours, you will not be allowed to have your phone with you during working hours.

This is going to be strictly enforced.

Please REMEMBER you are representing WEST HILLS COLLEGE at all times, if you are posting inappropriately on any social media you are subject to disciplinary measures.

Parking:

Staff is not to park directly in front of the building. These spaces are needed for parents during drop off and pick up time or deliveries.

On-site Resources:

To help support staff, children and families many different resources are available for access. Please check in the offices for books that can be loaned out or informational brochures or agencies that can support families.

Stealing:

Many of our programs have had issues with personal items being taking. Please note our buildings do not have secure locations for personal items, so please leave your purse, backpack, money etc., in your trunk of your car. We are not responsible for lost or theft. If you need to borrow an item, book etc., you need permission for the supervisor, (not the teacher). Stealing in any form will not be tolerated so please be respectful of your co-workers and our program.

Parent Educational Meetings:

Parent educational meetings will be held throughout the year. Many topics will be addressed and at times the supervisor will assign staff to present a topic. It is important that teachers attend these meeting so they are informed of information shared with families, build resources to support the families, children, and their educational knowledge and build resources for themselves and their classroom.

Business Travel:

All CDC Staff when traveling on company business will submit the District's Travel Request Form and a map that includes actual mileage to the program director for approval prior to the proposed travel date. Once the Program Director has approved the employee's Travel Request it is submitted to the Office Manager. The Office Manager will ensure that the form has been complete signed and that the correct budget account numbers appear on the form for processing and the form is then forwarded to the Business Office.

If there are any Fees involved such as registration Fees, the Office Manager will initiate the requisition to be approved by the Program Director and Fiscal Director. Once the purchase order has been approved and processed a copy of the registration form and purchase order is sent to the corresponding agency to ensure staff's enrollment in upcoming training. The employee is then responsible for submitting an Expense Claim Reimbursement for mileage and any other related incurred costs (such as parking). Claim must be submitted within 30 days to Program Director for approval. Once it has been approved it is submitted to the Office Manager so that the appropriate budget account numbers appear on the form for processing and the form is then forwarded to the Business Office.

Staff Job - Responsibilities and Requirements:

Assistant's daily responsibilities

- Supervising children at all times
 - o Be aware of where children are and what they are doing
 - o Help set limits defined by teachers to keep children safe
 - o Re-direct children to reduce behavioral issues under the direction of the classroom teacher
 - o Be alert to children's needs
 - o Help teach children to respect the rights and property of others
- Maintain a safe and healthy environment
 - o Ensure center's hand washing policy is followed – Children wash hands:
 - upon arrival
 - using the toilet
 - after outside play
 - before and after sensory activities (e.g. water play, play dough, messy activities, etc.)
 - before eating
 - o Cleaning and sanitizing of all surfaces of the classroom (e.g. counters, shelves, door handles, tables, chairs)
 - o Maintain the cleanliness and sanitation of the bathroom
 - o Follow proper food handling procedures
 - o Complete a thorough playground safety check before the children go outside to eliminate safety hazards & document the check
 - o Assist teachers with child count logs
- Assist in all classroom activities
 - o Interact with children to help develop their positive self-image
 - o Listen to children with interest, answer their questions and maintain a receptive attitude
 - o Learn and begin to administer child assessment tools
 - o Implementation of weekly and daily curriculum
- On-going professional growth activities
- Perform other duties as assigned

Teacher's daily responsibilities

- Supervising children at all times
 - o Be aware of where children are and what they are doing
 - o Set limits to keep children safe
 - o Re-direct children to reduce behavioral issues
 - o Be alert to children's needs
 - o Help teach children to respect the rights and property of others
 - o Complete (or ensure completion) of child count logs
- Maintain a safe and healthy environment
 - o Ensure center's hand washing policy is followed – Children wash hands
 - upon arrival
 - using the toilet
 - after outside play
 - before and after sensory activities (e.g. water play, play dough, messy activities, etc.)
 - before eating
 - o Make sure cleaning and sanitizing practices of all surfaces of the classroom are followed (e.g. counters, shelves, door handles, tables, chairs)
 - o Make sure the bathroom is clean and sanitized throughout the day
 - o Follow proper food handling procedures
 - o Protecting children by making sure a thorough playground safety check is completed before the children go outside
 - o Administer first aid according to establish guidelines and procedures
- Plan and implement classroom activities
 - o Plan and implement daily activities that contribute to the care, growth, and development of preschool children
 - o Conduct observations of children and document the children's growth using the Desired Results Developmental Profile, supported by anecdotal records and other documentation
 - o Establish positive relationship with parents
 - o Interact with children to help develop their positive self-image
 - o Listen to children with interest, answer their questions and maintain a receptive attitude
 - o Administer child assessment tools under the guidance of the classroom teacher
 - o Assist in implementation of weekly and daily curriculum
- Complete all classroom paperwork (attendance, meal counts, incident reports, monthly safety checks).
- Meeting educational requirements
- Perform other duties as assigned

The Role of Professional Growth to Improving Instruction and Building Relationships with Families

The Desired Results Assessment System consists of three assessment tools, the Desired Results Developmental Profile – Preschool [2010] (DRDP); Environmental Rating Scale (ERS); and the Parent Survey. Each of the three assessment tools measures the specific results in a specific area: DRDP – measures children’s development overtime; ERS – measures the quality of the environment; and the Parent Surveys measure the quality of the program (in the eyes of parents) and the relationship between parents and program staff.

Teachers and program administrators are trained to identify gaps in the children’s development using the DRDP. This includes gaps for individual children or as well as a group of children. Using the results from DRDPs; activities, materials, and staff development are identified that will help increase children’s development in the areas identified by the gaps on the DRDP. Activities and materials, based on the teacher’s prior experiences and education, are used and implemented to develop curriculum that will help children develop a better understanding and demonstrate the children’s development in the targeted area(s) for growth. Professional growth activities to close gaps in the DRDPs are either planned by using existing workshops (e.g. presented by CPIN, CARES, or public workshops organized by WHC CDC) or professional growth activities planned and presented by program staff (site supervisors, program director, master or mentor teachers).

WHC CDC partners with CPIN and CARES to provide trainings locally (WHC CDC provides the WHC conference center at no cost for workshops between 4 and 6 times a year). WHC CDC organizes at least one public workshop each year). Internal professional growth activities may be offered as a whole group (teachers from all sites participating – e.g. during the annual meeting) or as a small group (teachers from one or two sites – e.g. staff meetings, small group trainings). Under development are individual modules teachers may access, to further their knowledge on a specific area of development (patterning, classification, one-to-one correspondence, literacy concepts, phonological awareness, or concepts of print). The modules will tie the DRDPs to the Preschool Foundations and provide teachers with activities they can implement to increase children’s development. These modules will be available to program staff in an online format on the WHC portal.

Using the ERS, teachers and program administrators identify ways to improve the quality of classroom environments. In most cases, an allocation of materials can improve the score of the ERS. In other cases, professional growth may be necessary (e.g. coaching teachers on book selection for their classroom; how to engage children in the literacy area or literacy activities; varying materials in sensory tables to increase scores in the area of sand and water, etc.). Professional growth activities to improve ERS scores are offered as small group instruction at individual sites, as resources are site specific.

To improve relationships with families, data derived from Parent Surveys identifies areas that information is not clear to parents, or not conveyed in a way that is meaningful to parents. To improve Parent Survey scores, in most cases, this requires an increase to the number of times and using different delivery systems to deliver information to parents (information is now provided through newsletters, parent orientations, parent/teacher conferences, PAC/Parent Education meetings). Other times, professional growth activities are necessary that relate to building relationships with families and how to communicate information to parents. Professional growth activities for building relationships are offered each year during the Annual Staff Meeting in August, as well as throughout the year during site staff meetings.

West Hills Community College Child Development Center Staff
Expectations

21. Be on time-ready to work
22. Be a communicator
23. Be confidential
24. Be a team player
25. Be prepared everyday
26. Be productive
27. Follow through with your requests and guidelines
28. Follow timelines/deadlines
29. Be a problem solver
30. Be approachable and open minded
31. Be a team player
32. Be present
33. Be intentional/constructive
34. Celebrate each other's successes
35. Be respectful
36. Be receptive/accessible
37. Be a good example
38. Be tolerant
39. Be accountable
40. Be understanding

Be 100% of the TEAM 100% of the time.

West Hills College Child Development Center Staff Respect & Responsibility Agreement

I, _____ have been handed a copy of the Respect and Responsibility agreement, which was also available on the West Hills College Portal. I agree that it is my responsibility to read and understand the policies and procedures as stated in the agreement. I further understand and agree that I will be held responsible for the way in which I conduct myself while at the Child Development Center (CDC) or during CDC activities. I am aware that any information shared at the CDC, will be held confidential. If I have any questions or concerns regarding the information covered in this agreement, I will address them to the site supervisor or program director.

- **Please remember your conduct is a representation of the position you hold with West Hills Community College District in our community.**

Staff's Name

Staff's Signature

Date