



Play and Grow Preschool Handbook

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Preschool Brochure..... Included Loosely in Handbook

Program Description

Play and Grow is a preschool program that helps serve families with children from the ages of three to five years old. Our goal is to help children grow in all domains of development, which are: social/emotional, physical, language, and cognitive. We believe that play is a crucial part of a child's development. Through play a child can develop and grow by learning social skills, gain confidence, flourish cognitively, and embrace cooperative play. Our program is located in a home for easy access and to have more of a natural, down-to-earth feel. Our program is half day, Monday through Friday with two classes. The first class is in the morning from 8:30-11:00 and the afternoon class is from 1:00-3:30. We are not open on holidays, during the summer, or the weekends. The ratio at our school follows the National Health and Safety Performance Standards and therefore, for every seven children, we have one teacher. We have a minimum of three teachers; each teacher has a class size of seven children which means that we have a total of 21 children during the morning and afternoon class. This makes our children count at 42 all together.

Our goal with this program is to provide memorable experiences for the children, but also for the staff that would help run this program. To reach this goal we believe that everyone in our program needs to meet certain qualifications. We believe that this makes our program more effective in accomplishing the needs of the children we serve. Each of our staff members is required to have obtained a Bachelor's or Associate's Degree that pertains to child development. For those who do not have that degree, we provide a certification/training to help them adjust to our program and learn our expectations.

Mission Statement

To give children the opportunity to develop in the four domains of development through play.

Philosophy Statement

Belief Statement 1: At Play and Grow, we believe that children learn best by interacting with their peers as they play. This belief is based on Mildred Parten who studied the different types of play and how social development proceeds. Play starts with nonsocial activity, which is the onlooker behavior and solitary play. Then comes parallel play where a child plays near another child with similar material but does not interact. Next it evolves into associative play where children engage in separate activities but exchange toys. And lastly, cooperative play where children play together and work towards a common goal develops (Berk, pg. 372). This relates to our program because we believe in play being a crucial part in the development of a child. In our program a child has many opportunities to participate in activities where they will be able to practice these different play methods.

Goal 1: The adults at Play and Grow will create an atmosphere for social interactions among the children through play and activities set up by teachers and with suggestions from parents.

Objective 1: The children who attend Play and Grow will participate in dramatic play and work at self-selected stations with other teachers and peers.

Belief Statement 2: At Play and Grow, we believe that children are whole beings. We believe that children will develop physical skills, cognitive skills, social and emotional skills, and language and literacy skills, as they participate in our program.

Goal 2: To meet the developmental needs of the children, the adults at Play and Grow will:

1. provide opportunities where the children will be able to use their fine motor skills such as cutting with scissors, and gross motor skills such as running and hopping outside, when weather permits.
2. ask the children questions, offer choices, and offer a variety of games to help the children develop cognitively;
3. provide interactive play and group activities for the children to grow socially and emotionally;
4. read books to the children, and provide fingerplays and songs for the children to develop and grow in their language and literacy skills;

Objective 2: While at Play and Grow, the children will:

1. learn fine motor skills by using scissors, tweezers, and other small objects;
2. ask questions as they experiment and learn new material;
3. communicate and play with other children throughout the day to enhance their social and emotional development;
4. participate in sing alongs, and fingerplays in order to enhance their language development;

Belief Statement 3: Families are an important part of Play and Grow. In the NAEYC's code of ethics it states that programs have ethical responsibilities to parents through communication, cooperation, and collaboration to help strengthen the child's development (NAEYC, 2005, pg. 3). In our program we will be actively involved with the parents and invite them to participate in classroom activities, as well as making sure they are aware of what is going on.

Goal 3: To encourage family partnership at Play and Grow, the adults in the program will be sure to keep the parents aware of all that happens in our classroom and keep them informed on important dates (field-trip days, etc.). We will do this by giving out monthly calendars with those dates, and also weekly reminders when there is a bigger event.

Objective 3: Families whose children attend Play and Grow will assist in the classroom through whatever means possible, whether this is through donating time, unwanted toys, beautiful junk or whatever they are capable of doing.

Business Plan

Play and Grow is a preschool program that helps serve families with children from the ages of three to five years old. Our goal is to help children grow in all domains of development, which are: social/emotional, physical, language, and cognitive. We believe that play is a crucial part of a child's development. Through play a child can develop and grow by learning social skills, gain confidence, flourish cognitively, and embrace cooperative play. Our program is located in a home for easy access and to have more of a natural, down-to-earth feel. Our program is half day, Monday through Friday with two classes. The first class is in the morning from 8:30-11:00 and the afternoon class is from 1:00-3:30. We are not open on holidays, during the summer, or the weekends. The ratio at our school follows the National Health and Safety Performance Standards and therefore, for every seven children, we have one teacher. We have a minimum of three teachers; each teacher has a class size of seven children which means that we have a total of 21 children during the morning and afternoon each. This makes our children count at 42 all together.

Our goal with this program is to provide memorable experiences for the children, but also for the staff that would help run this program. To reach this goal we believe that everyone in our program needs to meet certain qualifications. We believe that this makes our program more effective in accomplishing the needs of the children we serve. Each of our staff members is required to have obtained a Bachelor's or Associate's Degree that pertains to child development. For those who do not have that degree, we provide a certification/training to help them adjust to our program and learn our expectations.

Location: Huntington Beach, California

- Facebook (community group pages): On these pages we would post our program description and ask about people's interest in our program.
- Contact other schools to see if they have waiting lists or if they struggle to meet enrollment needs.
- We would use the government's online demographics for the city to see the age distribution and the income of the people that live there so that we can decide how much to charge for our preschool.
(<http://www.huntingtonbeachca.gov/business/demographics/>)
- We will use U.S. census to check the population and economy statistics to compare data with the information gained on the Huntington Beach government page.

Marketing Strategies

- Talk to neighbors and religious members to get the word out. While doing this we would hand out pamphlets with more information about our program.
- Facebook- We would use this as a resource because it is free, and can reach a lot of people.
- We would stand outside local businesses (grocery stores and community recreation centers) and large city events (County Fairs and Surfing events) and hold a booth where we will give out flyers and talk about our preschool.
- Hold an open house a month before we open the preschool to have those enrolled and potential enrollers to visit our school. All who attend the open house will pay half the admission fee if they enroll their child.

Personal Resources

- We would ask family members to build blocks for our children to play with. They could also build child-sized furniture if that was needed.
- We would all have Bachelor degrees in Child Development.
- We would also have many hours of past experience to pull from.
- Mothers has plethora of preschool books, April has about thirty to fifty picture books
- Kaitlin has family and friends that live in the area that could help us in spreading the word
- Kaitlin's brother is a rich doctor and would provide money for us to start our program

Risks and Challenges of Establishing your Program

- Legal
 - Not having enough staff to complete the legal child/staff ratio for the state of California. In order to minimize this risk, we will check the official state website to verify, and we will be constantly looking for new staff members as we receive more children.
- Family
 - Balancing family time and business time. Making sure you are making both a priority would be both a risk and a challenge when establishing our program. In order to minimize this risk we will plan our time and use time management skills in order to balance our time. Will will also be focused and productive during the day so that when school is over, we can go home and resume our responsibilities with our family.

- Business
 - Keeping up on all of the behind-the-scenes and not becoming too stressed. In order to minimize the risk of getting behind we will make sure people are paid on time, parents are notified, and that parents are well aware of what is going on in the classroom.

Startup Budget

Start-Up Budget	1st Month	2nd Month	3rd Month	Total
Capital Expenses	\$650 (Using half house for preschool)	\$650	\$650	\$1950
Personnel Costs	\$0	\$0	\$0	\$0
Consultants -Attorney	\$600 (3 Hrs.)	\$0	\$0	\$600
Advertising -Brochures	\$280	\$0	\$0	\$280
Insurance NAEYC coverage	\$200 a year	\$0	\$0	\$200
Other -Licensing -Supplies -Three months operating costs	\$100 \$2000 \$31,000	\$0 \$2000	\$0 \$2000	\$37,100
Total	\$34,830	\$2650	\$2650	\$40,130

Budget

Program Structure

- Monday through Friday
 - 1st Class: 8:30 am to 11 am
 - 2nd Class: 1 pm to 3:30 pm
 - There is also an application that will be filled out individually for each child.

Fee Structure

- We charge an all inclusive fee of \$300 a month for tuition, which includes a simple healthy snack for each child and all the activities at the preschool. There is also a one time admissions fee of \$100 to enroll their child in our program.

Fee Collection Policy

- Program Tuition is due monthly. The due date is by the end of the first full week of the month. The admission fee is paid up front when the child is registered for the program. Payments are accepted in the forms of cash and card only. There is also a \$10 late fee for every day that the payment is late.

Expenses

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	YEAR TOTAL
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	PROJECT ED
Cash on Hand (beginning cash)	3,000	40,310	42,690	45,040	47,420	49,770	51,870	54,220	56,600	58,950	61,330	63,680	63,680
WRITE IN NUMBER OF CHILD SLOTS FILLED:	42	42	42	42	42	42	42	42	42	42	42	42	504
INCOME (Cash IN)													
Registration/ Holding Fees	4,200	0	0	0	0	0	0	0	0	0	0	0	4,200
Fees Paid by Parents	12,600	12,600	12,600	12,600	12,600	12,600	12,600	12,600	12,600	12,600	12,600	12,600	151,200
Other Fees (please identify)	20		20		20		20		20		20		120
													0
USDA Food Subsidy Program	0	0	0	0	0	0	0	0	0	0	0	0	0
													0
Contributions and Donations													
Corporations/Busine sses													0
Foundations													0
Individuals													0
Events													0

													0
Cash from other sources													
Loan/Line of credit proceeds	20,660												20,660
Other: Kaitlin's brother	10,330												10,330
TOTAL CASH IN	47,810	12,600	12,620	12,600	12,620	12,600	12,620	12,600	12,620	12,600	12,620	12,600	186,510
EXPENSES (Cash OUT)													
Personnel Expenses	0	0	0	0	0	0	0	0	0	0	0	0	0
Payroll	0	0	0	0	0	0	0	0	0	0	0	0	0
Fringe Benefits (30% of payroll)													0
TOTAL PERSONNEL EXPENSES	0	0	0	0	0	0	0	0	0	0	0	0	0
Fixed Expenses													
Mortgage/Rent Payment	650	650	650	650	650	650	650	650	650	650	650	650	7,800
Loan Payments		250	250	250	250	250	250	250	250	250	250	250	2,750
Utilities	150	150	150	150	150	150	150	150	150	150	150	150	1,800
Insurance	200	0	0	0	0	0	0	0	0	0	0	0	200
Variable Expenses													
Food	420	420	420	420	420	420	420	420	420	420	420	420	5,040
Transportation	0	0	0	0	0	0	0	0	0	0	0	0	0
Supplies	300	300	300	300	300	300	300	300	300	300	300	300	3,600
Utilities													0
Marketing	280					280							560
Legal	100		100		100		100		100		100		600
Repairs/Maintenance		50		50		50		50		50		50	300
TOTAL OPERATING EXPENSES	2,100	1,820	1,870	1,820	1,870	2,100	1,870	1,820	1,870	1,820	1,870	1,820	22,650
Owners' Draw (not included in payroll)	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	100,800
TOTAL CASH OUT	10,500	10,220	10,270	10,220	10,270	10,500	10,270	10,220	10,270	10,220	10,270	10,220	123,450
NET CASH FOR THE PERIOD	37,310	2,380	2,350	2,380	2,350	2,100	2,350	2,380	2,350	2,380	2,350	2,380	63,060
ENDING CASH	40,310	42,690	45,040	47,420	49,770	51,870	54,220	56,600	58,950	61,330	63,680	66,060	66,060

Adapted from: Nonprofits Assistance Fund (www.nonprofitsassistancefund.org)

Program Staffing Plan

Hiring/Volunteer selection plan:

To help recruit employees we will be in contact with local universities to look at possible interns and volunteers. It will also be beneficial to us to have interns at our business, because if we like their performance we can hire them for a full-time job. This of course is our hope for most interns that work in our program.

To screen applicants, we will look at resumes and have personal interviews with each candidate we find that meets our qualifications to work at our preschool. These interviews will provide an opportunity for us to get to know them individually that we may determine whether they are truly suited for our preschool. Each possible candidate will have two interviews, each one with a different director. After both interviews the two directors will meet up and compare notes over their interviews and they will come to a conclusion on whether to hire the interviewee or not. We require background checks and fingerprinting for each staff member that will be hired. We look at those who have training/certification and degrees first, but we are also aware that there are many wonderful people without a degree that would benefit our program. We are looking for candidates that are full of energy, charismatic, caring, willing to learn, hard-working, and enjoys being around children.

Job Description:

Child Care Teacher

Childcare workers are responsible for supervising, nurturing, and caring for children between the ages of 3 to 5 years old. Duties include: Welcoming children each day, provide a snack, perform crafts and activities, and ensure children behave well when in contact with other children by scanning the room often and being aware of the surroundings. You teach and supervise them while also motivating them to use their mental capacities and exercise their imagination.

The person in this position will be expected to enhance:

- children's learning experiences through the 4 domains of development
- plan and carry out lesson plans weekly that focus on developing children through play
- use their knowledge and skills to effectively teach children
- set up an environment that strengthens the children's learning
- children's experiences by taking them on field trips and making first-hand experiences

Work Schedule:

The work schedule for those who work at our preschool consists of an average of 35 to 40 hours per week. We work Monday through Friday from 8:30 to 3:30 with a 2 hour break for lunch. Occasionally there will be times where employees will have to

work extra hours in order to fill out paperwork, create lesson plans, pay bills, and clean the preschool. We do not work over the summer, or on holidays and we are not at preschool during the weekends (although you may be making lesson plans over the weekend).

Average Day at Preschool:

8:30 - 9:30/1:00-1:45 Exploratory Play
9:30/1:45 Clean Up
9:40/1:55 Snack
9:55/2:10 Music
10:15/2:30 Outside Play
10:30/3:00 Large groups/Circle time
11:00/3:30 Pack up to leave

Standards of Conduct:

1. Employees are required to be to work on time.
2. Employees are required to follow a modest and professional dress standard. Clothes worn need to be comfortable while being modest due to the fact of sitting and being at child's level.
3. There will be no smoking on the property of our facility.
4. Employees are expected to sanitize and clean the toys being used before the next group of children shows or at the end of the day depending on their work schedule.
5. Employees are to conduct themselves professionally with parents and keep conversations towards the topic of children.
6. Employees also are required to follow the code of ethics at all times.

Resignation and Termination Procedure:

1. Resignation requirements are that employees/volunteers have to give at least a 3 week notice in advance if they decide to quit. This notice needs to be given through a written letter either typed or handwritten.
2. Grounds for which employees/volunteers will be terminated:
 - a. Incorrect behavior with children that can be misconstrued as sexual or harmful.
 - b. Incorrect release of child at pickup to an adult that is not on a child's pick-up list or having proper paperwork from parents consenting that adult being okay to pick up their child.
 - c. Consistently being late to work or not showing up to work.
3. Process by which termination will occur:

- a. Multiple infractions will need to occur and evidence of said infractions will need to be kept on paper.
- b. First infraction will be met with a warning, unless said infraction is seen as harmful to a child. When this instance happens all evidence gathered will be taken into consideration and a decision will be made based on the director and assistant directors careful deliberation.
- c. On the third warning for an infraction with no evidence of striving to do better the employee will be terminated.
- d. There needs to be a total of three written infractions signed by employee and director before there is a possibility of being terminated, except if there was harm placed upon a child (see part b)

Staff Support:

1. We have good communication with ALL members of the staff. We pay attention to the needs of each employee and we encourage them all to verbalize their opinions and contribute in meetings.
2. When there is a decision that needs to be made, we have meetings and allow all employees to voice their opinion and be aware of the situations that are going on.
3. We show recognition and appreciation often to our employees by having appreciation parties, birthdays, gift certificates, etc.
4. When faced with allegations that could determine their elimination we will have them placed in front of a board of those in charge that they may state their case. We want to ensure that we hear all sides of the story that we will be able to come to a fair decision.
5. All employees that work full time will receive benefits of paid vacation that can be taken at any time of the year while school is in session.

Staff Evaluation and Training Plan

Our goal with Play and Grow is to provide memorable experiences for the children, but also for the staff that would help run this program. To reach this goal we

believe that everyone in our program needs to meet certain qualifications. We believe that this makes our program more effective in accomplishing the needs of the children we serve. Each of our staff members is required to have obtained a Bachelor's or Associate's Degree that pertains to child development. For those who do not have that degree, we provide a certification/training to help them adjust to our program and learn our expectations.

The training provided to our teachers will help them assist us in our efforts to create an environment that focuses on helping children learn through playing. Our mission for our school is “to give children the opportunity to develop in the four domains of development through play.” By giving our teachers the training they need to set up their environment to foster this idea it will help the development of the children in our program.

We have ongoing staff evaluation in our program in order to keep our employees up to date and trained. By having evaluations the staff will always know in what areas they can improve on in order to give the best education to the children.

Evaluation Methods we will Utilize when Assessing Employees:

1. Performance Elements — This is listing the most important elements in the total job of teaching. It is best when the director and the teacher choose a number (around 5) of critical job elements or areas that they can improve in for the next time. This is an ongoing process and should be for a limited time period (Click & Karkos, 2011, pg. 239).
2. Observations — The director lets the teacher know ahead of time when they will be coming into the classroom to observe. The director should spend an adequate amount of time observing and should record as accurately as possible. Then the director takes what has been observed and has a meeting with the teacher to discuss what was seen and heard. (Click & Karkos, pg. 240).
3. Sampling of Behaviors — This when you record samples of specific kinds of behavior. You can also do this with specific intervals in mind as well. You may collect work samples from the children as a way to evaluate performance as well. After recording behaviors there will be a meeting with the teacher to discuss what was seen and heard. (Click & Karkos, 2011, pg. 240).

We would mostly use these three evaluation processes because we feel that this would help us to get better understanding of our employees. We want to create an environment where we are able to have good relationships with our employees and where they understand our criterion without any possible misunderstandings.

Five Strategies to Ensure our Evaluation Process is Positive and Effective:

1. Be constructive — In any evaluation the point is to improve. We can improve by giving meaningful, constructive feedback (Click & Karkos, 2011, pg 241).

2. Be objective — When giving feedback, it needs to be specific. When we are vague or beat around the bush we are not able to set expectations for that individual. They want specifics so that they can improve and can clearly understand what you are wanting from them (Click & Karkos, 2011, pg 241).
3. Be professional — As a director of a program, we are expected to be professional. We can be professional, by approaching situations in a modest and respectful way. We can be professional by making our staff feel comfortable and knowing the expectations of the program (Click & Karkos, 2011, pg 241).
4. Be gentle — Be aware that we are all human and that we are not perfect. Be gentle, yet firm when giving criticism and advice (Click & Karkos, 2011, pg 241).
5. Establish a climate for discussion — When evaluating someone, it is important that we provide privacy. Nobody wants to be told how to improve in the middle of a group of people. It is our job as Directors to provide a comfortable confidential area for discussion. It is also important to allow time to listen to their points of view (Click & Karkos, 2011, pg 241).

The importance of ongoing staff training in our program is to be sure we are always trying to better the program and ourselves as staff. We will teach on specific items that we are needing improvement on and would be effective to our program. Staff training is related to staff evaluation in the way that we would only be evaluating on what we are training. That is why staff training can be effective. Training is also based on evaluation results that we receive.

Approaches or Formats that are used in Providing Training to Staff:

1. Group Discussions/Mentoring: I want new staff members to feel welcomed by those already in the program. I feel that this is best done through providing the opportunity for them to discuss details with each other. The format of the group discussion would include advice current employees wish to impart to new employees. This information could include things the current employees wished they had known before they started. Another part of the group discussion will be a Q&A and this is where new employees can ask questions of those already working there (Click & Karkos, 2011, pg. 246, 249).
2. Role-Playing: I would include this because some people learn best by going through the situation. I want to ensure that everyone is equipped to succeed and I want to do this by providing different ways to learn the same material for those who learn differently. This will also help the new employee to become comfortable as they interact and act out scenarios with other employees (Click & Karkos, 2011, pg. 250).
3. Field Trips: I want my staff members to experience other schools and see how things are run at other schools. This will give them an opportunity to explore different ways of teaching and learning and whether they want to include it in the

program. I want my employees to bring me ideas on how we can improve the program because a program stuck its ways has less chance of continuing success (Click & Karkos, 2011, pg. 251).

Mock Staff Training Agenda:

Staff Training Agenda

February 23, 2016

- Welcome/Opening Remarks: Stacie Mackay
- Training Lesson: April Clark
- Role Play Application: Kaitlin Chase
- Call to Action: Stacie Mackay
- Discussion, Concerns, Questions
- Closing Remarks: April Clark
- Food

Family Partnership Plan

Families are an important part of Play and Grow. In the NAEYC's code of ethics it states that programs have ethical responsibilities to parents through communication, cooperation, and collaboration to help strengthen the child's development (NAEYC,

2005, pg. 3). In our program we will be actively involved with the parents and invite them to participate in classroom activities, as well as making sure they are aware of what is going on. As it is stated in our philosophy statement we want to ensure that parents feel involved as much as possible. At Play and Grow we believe that by having the families involved it will help strengthen our program. We want parent involvement because it is very effective in the children's lives because as teachers we cannot be successful without the support we gain from the parents. Children are with their parents for most of the day, and therefore they have a huge influence and impact on their children. By including parents in the classroom we are able to teach the parents some skills and activities they can use with their children at home, parents are able to have that interaction with their children that they might not use at home, and children are able to build a better relationship with their parents. Parents want to be involved to see what is happening at the school. By having this open communication and involvement we create a trusting relationship because it shows our parents that we have nothing to hide nor is there anything to be ashamed of. It also allows them to see their children in the preschool environment and how their child interacts with other children.

Benefits of Family Partnership for the Children, Parents, and the Community:

1. Children
 - a. Having a family partnership helps benefit children by creating trusting relationships with the parents. As we involve the parents we are able to garner information from the parents about their children, which will lead to being able to formulate effective lesson plans for their children. We will also be able to understand the development level of the children and how we can help them continue to properly develop. This is all important and will help children because at this age a child's brain is still developing and they are still growing. Children need that support and guidance from their parents and loved ones.
2. Parents
 - a. Having a family partnership helps parents by allowing them to participate in the program and feel comfortable about leaving their children with us. Children are important to most parents and our program wants to create a trusting relationship with parents. This trust will also allow for parents to feel welcomed to come visit and see how their child is in our program.
3. Community
 - a. Having a family partnership helps the community by allowing the parents to continue to work as we watch their children. By having the parents work they are helping bring money into the community to help keep it running. It also creates an environment where families come first which furthers a loving and caring community.

Activities for Parents/Family Members to Participate in during Program Hours:

1. Parents can come into the classroom and volunteer their time by reading books, and helping with individual activities planned for the day.
2. Parents can help out with any programs or plays that the preschool will have. Any parents who know how to sew, or who are creative can use their skills to help with decorations, costumes, and props.
3. Parents can donate books to the classroom.
4. Parents can donate other classroom items such as tissues, paper, and glue sticks.
5. Parents can come and help by attending field trips, and helping out with any big events or parties we have in the classroom.
6. Parents can come in and help distribute the snack when it is time.
7. Parents can come in and help with music time and help the children get excited and ready to dance.
8. Parents can come and help clean up the classroom so that it always neat and tidy.
9. Parents can donate items that we deem as beautiful junk, objects that others see as trash but we deem as useful that children can use to create different types of art, or be used in an object lesson.
10. Parents can simply drop in at any time and be welcomed to play with their child and to see how they are interacting in our environment.

Activities for Parents/Family Members to Participate in after Program Hours:

1. Parents can find items in the home that are considered “junk” or things that they don’t need anymore, and bring them to the classroom for the children to use as art or other related activities.
2. Parents can read to their children at home and help them with their language and literacy.
3. Parents can help spread the word about our program by telling their friends, posting to the media, and talking to others in the community.
4. Parents could help by talking to their children about what they are learning for that week. For example, if we are learning about planets for that week, the parents can talk about the planets at home, read books about planets, sing songs about planets, etc. This will help enforce what the child is exploring and learning at preschool.
5. Parents and the community can help with any fundraising that we will have within the preschool program.

Strategies for Enlisting Family Partnership Involvement in your Program: (These opportunities will be known through emails, monthly calendars that are sent home)

1. Open house for the parents to come and see all the different things the children have learned and made at Preschool.
2. Invite parents who have special talents or skills to the classroom and use some of their resources for field trips. For example: A father who is a dairyman could take us on a tour of the whole dairy for a field trip.
3. Another great way involve parents is to have a parent come in weekly to read a book to the children. It would be something that the parents would sign up for, and not forced.
4. Parents will help during field trips to ensure that we are keeping track of all the children. It is easier to ensure children's safety on a field trip when there are more hands readily available.
5. Parents will come in to share their talents whether it is playing an instrument, or dancing, singing, or whatever they wish to share with children. As a teacher we can only get to know so much information. It is better to get someone who is more knowledgeable in the area to come in and share what they do. Plus it helps give variety in the classroom. Children will get bored if is the same person giving the lesson every day for long periods of time.
6. Parents will just come in and play with children. We feel it is important to get the parents involved in any way possible. We do this by having them come into the classroom and they can monitor an activity that needs adult supervision. In that way, as a teacher you are not stuck in one specific spot. They can also come in and read a book or play with the children.

Strategies for Sustaining Family Partnership in your Program:

1. Have the children help create thank you notes to send home to parents, where as a program we express our gratitude for taking time to come spend a little bit with us
2. Ensure that everyone that works in our program is greeting parents by their preferred name. In our program we want to ensure that parents feel that they belong and this can be done by welcoming them by their name and letting them know that we know them as well as their children.
3. As we get to know our parents, learn their talents and strive to include them in our program as frequently as possible. Doing this furthers the idea

of knowing who our parents are and involving them in our program and making them feel welcomed.

We want to document our family partnerships by creating a portfolio with a picture of each person who visits our classroom. We will do this so that we know who the individual is and what they look like, and to be able to add photos to document their day in the classroom. It will be similar to a scrapbook. This will be a way that we can keep track of all of our visitors to our classroom, when they came to visit and for how long. This can be a benefit for the future so we know who can become a special guest based off of who has not been able to visit as often. This ensures we know who is visiting and who is not and it helps be able to create a plan to somehow include those parents who are unable to make it as often as others. We will be sure to have writing along with the pictures listed in the scrapbook to create memories and to remember what happened that day.

Child Guidance Plan

At Play and Grow we feel that it is important that teachers work with children to provide them with opportunities to progress through the Zone of Proximal Development. Children come to our preschool at a certain development level that they can do on their own. Teachers will assess that level through information gained from parents and from, "...their education, training, experience, and expertise of other staff members" (Code of Ethics, 2005, P-2.9, P-3.7). For those who would like additional training on how to work with children at an appropriate developmental level, classes will be offered for them to take on their own time. They can also bring any questions or doubts that they may have to the directors of the school. The foundation of successful guidance comes through supportive and positive relationships. At Play and Grow, we want to ensure that teachers help the children with their use of developmentally appropriate practice, zone of proximal development and supportive and positive relationships with children. Teachers who use their knowledge will be able to create lessons that will assist children in their growth. We also want to ensure that our teachers are setting boundaries and limits for our children. These restrictions will not be done through words but by the actions of the teacher and how the environment is set up. One way to do this is by ensuring that the teachers are regulating their own lives and meeting their needs. As they do this they will be able to better help and be present for the children. A teacher running on empty will be unable to properly direct and assist the children. Another way is through the relationships they build with the children and how safe the children feel in the environment.

Prevention strategies are vital when trying to avoid possible discipline concerns. At Play and Grow, one effective prevention strategy we use is how the environment is set up. It is important that there are not any large open spaces that will tempt children to run inside. Teachers will take this into account and formulate a plan on how to organize the room effectively. A second prevention strategy we use is to individualize our greetings to the children. Each day when a child is dropped off by their parents, a teacher will be there to greet them and will spend at least 10-15 seconds with the child to help them feel loved and important. A third prevention strategy we will use is having our curriculum planned to be developmentally appropriate for the children in our class. By having a curriculum that is focused on the children, they will be more engaged in the activities. Our curriculum will focus on subjects that the children will be able to engage in hands on activities. We understand that the children in our program grasp concepts better when it is something they can see, touch, and interact with. These topics will also be relevant for the area that we live in, which is Huntington Beach; this could include visits to the beach to see sand and shells, have a local come in to talk about a job they have, or anything else that is relevant to the area. Our fourth and final prevention strategy is for the teachers to be constantly aware of what is going on in the classroom. If they see a situation that could lead to a potential problem they need to take care of it

as soon as possible. Each classroom will have a lead teacher and an assistant teacher. If either of the teachers spot a potential problem and cannot get to it, they should direct the other teacher in the classroom to the situation, if they have not noticed it. A teacher needs to be vigilant as much as possible to prevent situations from occurring. We understand that not everything is preventable, but we hope to prepare our teachers to do their best.

Strategies to Guide Children:

1. Giving appropriate choices — By giving a child appropriate choices the child is able to feel like they have some control over the situation. A child wants to feel some power, and by giving them appropriate choices they are able to use that power while still making choices the teacher is okay with them choosing.
2. Give positive statements instead of negative ones (example, “We use the crayons on paper only” instead of “Don’t draw on the table”). By giving positive statements/directions a child will feel encouraged to do better. When you constantly tell a child not to do something, they will feel they are doing things wrong and will feel put down.
3. Fixed Mindset vs. Growth Mindset — We encourage children’s progression by using the growth mindset. We want to provide them with positive, growth-oriented praises. We do not want to say, “You’re so smart, Emma.” We want to encourage more growth by saying, “Emma, you have been working so hard on learning your letters.”
4. Natural vs. Logical Consequences — We will guide the children using natural and logical consequences in the classroom. As a teacher guides a child through a situation he/she will point out what could happen to the child by continuing their line of action or choice. (e.g. “When running on the ice, you might slip and fall, and it will hurt.”) (e.g. Child hits another child with a toy. A logical consequence would be to remove the toy from the situation.)
5. When/Then Statements — We will use when/then statements with the children to help them understand that “when” they do something, or act a certain way, “then” there will be a consequence. (e.g. Carter, when you put your backpack on the hook, you can then go and play.)

Strategies we will not use to Guide Children:

1. Spanking—There is never a reason to spank a child. Spanking a child only teaches the child that it is okay to hit. Spanking is a form of violence and doesn’t teach a child anything good. We want to stay away from any form of physical punishment.

2. Shaming—We never want to make a child feel shameful for what they have done, or have said. This puts down a child and makes the child feel like they aren't important or valued.
3. Laughing—Laughing at a child can make them feel as if their opinion or ideas don't matter. They may feel that they are stupid and their self-confidence may go down. What may seem small and insignificant to us, may be very important to a child.
4. Comparing—When guiding a child, there are times to use comparisons. But for the most part, it is best to stay away from comparing children's behavior to others.
5. Tone of Voice (harsh, violent, negative, etc.)—By talking with a child in a negative, or harsh tone in your voice, it indicates to the child that they are not valued and that the teacher does not love them enough to use patience when communicating out a problem.

Child Abuse Prevention and Reporting Plan

Types of Abuse:

1. Physical abuse is when “a child is physically injured by other than accidental means” (Click & Karkos, pg. 398). Physical abuse includes burns, linear marks, bruises, lacerations and fractures.
2. Physical neglect is a “failure to provide a child with adequate food, shelter, clothing, protection, supervision, and medical or dental care” (Click & Karkos, pg. 398). Physical neglect includes having unsanitary conditions, inadequate heat, inadequate food, lack of proper clothing, lack of proper medical care and a lack of supervision.
3. Emotional abuse is when there is “excessive verbal assaults, continuous negative responses, and constant family discord may add up to emotional abuse” (Click & Karkos, pg. 398). Emotional abuse is when the child is withdrawn, depressed, or apathetic, when the child acts out, when the child is overly rigid, afraid to misbehave, or fails to do what is expected. It is also when the child shows signs of emotional disturbance such as lack of verbal or physical communication.
4. Emotional deprivation is “deprivation suffered by children when their parents fail to supply normal experiences that help children to feel loved, wanted, and secure” (Click & Karkos, pg. 398). Emotional deprivation is when a child refuses to eat, or may eat very little. A child may not be able to do things that are at the expected age level, or they may be aggressive very frequently or has antisocial behaviors. They may have exaggerated fears and may be abnormally sad or withdrawn. A child may even seek attention from any adult, even strangers.
5. Sexual abuse is “any sexual activity between an adult and child. When the activity occurs between blood-related relatives, it is called incest. Included in sexual abuse is the use of children for making pornographic photos or films” (Click & Karkos, pg. 398). Sexual abuse can be suspected when there is bruising or inflammation of the anus or genitals, when there is a discharge or blood in the underwear, when the child has an interest of sexual activities, or when the child is seductive with adults. It can also be suspected when the child seems fearful of an adult, or when the child is also a victim of other kinds of abuse.

State Laws in California for Child Abuse

In the state of California, child abuse is considered to be sexual abuse or neglect. Sexual abuse is defined as being sexual assault or sexual exploitation which could be: rape, statutory rape, rape in concert, incest, sodomy, lewd or lascivious acts upon a child, oral copulation, sexual penetration, and/or child molestation. Neglect is defined as the maltreatment of a child by a person responsible for the child's welfare. This term includes both acts and omissions on the part of the responsible person (California Legislative Counsel, n.d.). Those who must report child abuse are:

- Clergy Members (i.e., a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization)
- Any custodian of records of a clergy member
- Child Care Providers (e.g., an administrator of a public or private day camp; an administrator or employee of public or private youth center, recreation program, or organization; a licensee, administrator, or employee of licensed community care or child day care facility; an employee of a child care institution (foster parents, group home personnel, personnel of residential care facilities))
- Educators (e.g., teachers; instructional aides; teacher's aides or assistants employed by any public or private school; classified employees of any public school; administrative officers or supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; any employee of a County Office of Education or the State Department of Education whose duties require direct contact and supervision of children; Head Start Program teachers)
- Law Enforcement (i.e., any employee of any police department, county sheriff's department, county probation department, or county welfare department; peace officers; firefighters (except for volunteer firefighters); and animal control officers or humane society officers)
- Medical Professionals (e.g., nurses, paramedics, EMT's, physicians, dentists, chiropractors, alternative health practitioners, physical therapists)
- Mental Health Professionals (e.g., clinical social workers, trainees and interns; marriage, family and child counselors, trainees and interns; school counselors; psychologists, psychological assistants, and interns; alcohol and drug counselors)
- Commercial Film and Photographic Print Processors

Abuse could Occur:

1. **When people were abused as children themselves**—This can lead to abuse because they themselves were abused, and may not see it as a problem. It can also affect them mentally and that is the only way they know how to deal with something.
2. **They use drugs or are alcoholics**—This can lead to abuse because drugs and alcohol can take over a person's body and make it so they cannot think straight. They usually are not aware of what is happening when there are drugs or lots of alcohol in their system.
3. **They have difficulty controlling anger**—This can be scary because when they cannot control their anger they may lash out verbally or physically. A lot of times they may react in the moment, without taking time to calm down.
4. **They have experienced stress caused by family problems, divorce, loss of a job, or unwanted pregnancy**—When an individual is faced with big problems he/she may take out that stress or anger on another person.
5. **They have unrealistic expectations for children's behaviors**—If we expect a child to do something and they don't do it, that can cause problems because then it can make them upset when they don't accomplish it.

Strategies of Prevention:

Teachers and caregivers will educate children about what is and what is not acceptable behavior between an adult and a child. “From as early as 18 months, children can learn about body parts. Older children, age 3 to 5, can learn which body parts are unacceptable for others to touch. Additionally, children should be encouraged to say “no” to an adult when they feel uncomfortable about any bodily contact. Lastly, they should be encouraged to tell an adult when they have had an encounter with someone that made them uneasy.” (Click & Karkos, p. 403)

Administrator of the program will help with prevention of abuse by staff members by developing a hiring procedures that will carefully screen applicants. Children and parents both deserve to have high-quality child care and screening the employees thoroughly can be a way that we offer that. Having great staff members will create a sense of trust between the administrator, staff, children, and parents.

Administrators of the program will hold two meetings a year to educate parents about child abuse (what causes it and signs that may indicate abuse). Educating parents will be very beneficial to them, and to us as administrators. This is a topic that can be hard to discuss, but is a real issue that needs addressed. We want to be there to answer questions to any of our parents' concerns. We will also establish an

open-door policy and welcome parents' visits at any time, without an appointment, to build upon that vital relationship and support system for both the family and child.

Administrators and staff members will act as a model to help parents find more effective ways of interacting with their children and educate parents about what to expect of children at different ages. Helping parents understand the expectations of their child developmentally can help with a lot of the stresses that come with parenting, and possibly why the child is not doing "exactly" what the parent believes they should be doing. It can clear up a lot of misconceptions for both the child and parent. But being an example for the parents, and modeling how to interact with children can be a very indirect way of prevention.

As employees, we will be constantly aware and looking for any signs of abuse. When there is a possibility of any kind of abuse, staff will notify our program administrator. Documented proof will then be required for the child and the staff will watch for any patterns of injuries to make sure that it was not a one time incident. Once we are sure it is a repeated offense and that it is abuse, the administrator will review the documented proof and report the potential abuse. We expect teachers to keep these matters confidential and not talk about them with other teachers, but rather come talk to the administrator about the issue and any feelings they may be experiencing. At Play and Grow, we have an open door policy where staff can come talk to the administrator at any time of the day about any issue regarding any type of abuse. This policy will allow for staff to talk through their emotions in a positive and healthy way, rather than having to gossip to others to handle their stress.

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO	
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE		
B. REPORT NOTIFICATION	☐ LAW ENFORCEMENT ☐ COUNTY PROBATION		AGENCY				
	☐ COUNTY WELFARE / CPS (Child Protective Services)						
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL	
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	
	ADDRESS			Street	City	Zip	
	PRESENT LOCATION OF VICTIM			SCHOOL		TELEPHONE ()	
	PHYSICALLY DISABLED? ☐ YES ☐ NO		DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO		OTHER DISABILITY (SPECIFY)		
	IN FOSTER CARE? ☐ YES ☐ NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME		PRIMARY LANGUAGE SPOKEN IN HOME		
					TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)		
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? ☐ YES ☐ NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK		
D. INVOLVED PARTIES	VICTIM'S SIBLINGS						
	1. NAME		BIRTHDATE	SEX	ETHNICITY	NAME	
	2. NAME		BIRTHDATE	SEX	ETHNICITY	3. NAME	
	3. NAME		BIRTHDATE	SEX	ETHNICITY	4. NAME	
	4. NAME		BIRTHDATE	SEX	ETHNICITY		
	VICTIM'S PARENTS/GUARDIANS						
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS		Street	City	Zip	TELEPHONE ()	
	OTHER RELEVANT INFORMATION						
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Maintenance, Health and Safety plan

Our Program's Maintenance Plan:

Maintenance Schedule					
Task	Every 6 Months	Yearly	Every 2 years	Every 3 years	Other
Building					
Carpet				X(if needed)	
Tiles				X(if needed)	
Roofing				X(if needed)	
Painting			X		
Playground/Outdoor Environment					
Tree Pruning		X			
Wood Stain			X		
Replace Tire Shreds				X(if needed)	
Lawn and Landscaping		X			
Equipment					
Playground	X				
Shelves					As needed
Office Equipment (Computer, printer, desk, etc.)	X				

For those items not on the list we will have teachers fill out a form. After filling out the form they will hand it to the director, so they are aware of what needs to be done. This form will be used to alert the directors to plumbing, equipment, gardening, playground, and any other issues. At Play and Grow we are not always able to know what is going on in the facility and this is why it is important for teachers to alert us to

what is happening in the building. The form will be given to teachers to have in their classroom. This will also help the directors keep track of the maintenance/repairs that have been made throughout the year. Play and Grow might have a system for maintenance repairs to be taken care of, but we understand that it does not cover everything which is why we have set up the report system. The form used is the image below (WHS, n.d.).

Maintenance/Repairs Request Form	
Date of Request: _____ Time: _____ Person Requesting: _____	
Location: _____	
Description of maintenance/repairs required:	

Priority:	
☐ High	Must be done the same day
☐ Medium	Must be done within 24 hours
☐ Low	Must be done within the week

Our Program's Operations Plan:

Housekeeping Schedule					
Task	Daily	Weekly	Twice Weekly	Monthly	Comments
Bathrooms					
Toilets Sanitized	X				
Washbowls Cleaned	X				
Floor Mopped		X			
Mirrors Cleaned		X			
Towels Refilled					As needed
Walls Wiped				X	
Classroom					
Floors Wet Mopped			X		
Floors Waxed				X	
Carpet Vacuumed	X				
Tables and Chairs Cleaned	X				
Cots and Mats Sanitized	X				
Sanitation of the Classroom			X		
Wastebaskets					
Emptied	X				
Washed			X		
Windows Washed			X		

Shelves Dusted		X			
Stove Cleaned				X	
Refrigerator					
Cleaned			X		
Defrosted				X	
Hallways					
Vacuumed		X			
Offices					
Vacuumed		X			
Dusted		X			
Outdoor					
Lawn Mowing		X			
Picking Weeds				X	

Policies Regarding Sickness/Illness:

At Play and Grow, children will be able to stay when sick except when:

- their illness prevents them from participating in activities.
- their illness results in need for more care than the staff can provide without jeopardizing the health or safety of other children. (Click and Karkos, 2011, p. 299)

Children with these illnesses at Play and Grow will not be allowed to stay:

- Oral temperature 101 degrees F or greater; armpit temperature 100 degrees F or greater; accompanied by changes in behavior or other signs of illness
- Symptoms and signs of a severe illness: coughing, wheezing, lethargy, irritability, crying
- Vomiting: two or more episodes in the previous 24 hours
- Uncontrolled diarrhea
- Rash, along with a fever or change in behavior
- Mouth sores accompanied by drooling
- Purulent conjunctivitis (pink eye)
- Strep throat or other streptococcal infection
- Scabies, head lice, or any other infestation

- Chicken pox, until six days after onset of the rash or until all sores are dry and crusted
- Tuberculosis
- Impetigo
- Mumps, until nine days after the onset of gland swelling
- Pertussis, until five days of antibiotic treatment have been completed
- Hepatitis A virus, until one week after the onset or as directed by health authorities
- Rubella, until six days after onset of rash
- Measles, until six days after onset of rash (Click and Karkos, 2011, p 299-300)

Parents will be notified of our health standards. When introducing our standards we will give them a half sheet of paper that contains this information that they may have it on hand. When a child gets sick one of the administrators will call a parent to inform them that their child is sick and will be unable to continue attendance to protect the safety of the other children. The administrator will ask the parent to pick up the child at the earliest convenience. If a child is dropped off that has symptoms of being sick, the administrator will pull the parent aside to inform them that the child cannot stay for the day to protect the safety of the other children.

To inform other parents when there is an outbreak one of the administrators at Play and Grow will write a note that will go home with the children. The note will contain the administrator's name and phone number that the parents can call and ask any questions they have and the illness that is occurring in the school and the possible symptoms to look for in their own child. The closing teacher will be asked to nicely inform the parents of what is occurring in the school and to let the parents know if they have any questions to call the number on the note.

The children will be asked to wash their hands as they come into the classroom. While children are getting used to this procedure a teacher will accompany them to the bathroom to go over the standards of washing their hands. The teacher will wash her own hands to set an example to the children but will not force the child to wash their hands. Any time a child leaves an activity that dirtied the hands of the child they will be asked to wash their hands. Children will be required to wash their hands before and after snack and the teacher in charge of snack must pay attention to ensure that the children do wash their hands. Anytime children use the facilities they will be required to wash their hands when they are done. All the rules that apply for children will be applicable to the staff as well. Children are more likely to follow example then to follow direction.

Our Hand Washing Procedure will go as follows:

1. Children will wet their hands with water
2. Apply soap
3. Wash for 20 seconds
4. Rinse hands

5. Dry hands with towel
6. Turn off water with paper towel

A strategy that will be implemented is when a teacher notices a child picking their nose, the child will be encouraged to get a tissue and to either use hand sanitizer to clean their hands or to go to the bathroom to wash their hands. Also, when a teacher notices a child putting a toy in their mouth when the child is done with the toy it will be removed from play until washed to ensure that other children do not put it in their mouth afterwards. Finally when a child vomits other children will be removed from the situation to avoid exposure and the windows will be opened to provide air circulation.

Potential Safety Hazards Indoors/Outdoors:

Five potential safety hazards indoors would be:

1. Loose cords and outlets exposed
2. Pins, thumbtacks, and nails accessible to children
3. Sharp corners exposed on tables, play equipment, etc
4. Fire (no smoke detectors to warn us)
5. Unexpected/unwanted visitors and escaping children

Five potential safety hazards outdoors would be:

1. Play equipment is not sturdy
2. Sandboxes are not clean
3. Tall grass that has not been cut and debris on the walkway
4. Riding toys are not small enough for the children
5. Inadequate spacing between equipment

We would be prepared for these situations by having a first aid in the classroom equipped with adhesive tape, alcohol, adhesive bandages, a blanket, cotton balls, flashlight, gauze pads, a hot water bottle, ice pack, tongue blades, safety pins, scissors, soap, splints, thermometer, blades, towels, and tweezers. This would be kept inside the classroom. We would also have a small bag that would contain smaller items like bandages, tweezers, etc that the teachers would take with them when they go outside.

We will be sure to have all cords and extension cords out of children's way so that they can't play with them. We will have all outlets covered, unless being used. After each use we will be sure to cover up the outlet. We will be careful when using any pins or thumbtacks as to not drop any. Each day we will vacuum and look for any that might have fallen. We will keep our tables and equipment in good condition so that there are no sharp corners. If needed we will sand down the corners or cover them up. We will have a smoke detector in each classroom in case of emergencies, and make sure they always have working batteries and we will have an evacuation plan posted for all teachers to see. We will also have routine evacuation practices so when there is a real emergency we will know what to do.

We will also have our equipment checked regularly as to make sure the equipment is sturdy and all the bolts are in place. We will clean the sandboxes weekly to remove anything that shouldn't be there. The grass will also be cut weekly and each day we will make sure there is nothing blocking the walkway for the children to ride bikes. All of our equipment will be child sized so that they are developmentally appropriate and the children won't get hurt. They will also be required to use a helmet when riding on bikes. There will also be adequate space in between the play equipment in case a child does fall, they fall on the grass instead of hitting another piece of equipment. We are aware that grass is not the best surface to fall on, but we know that it is better than cement or other terrain.

Plan for Safe Drop-off and Pick-up of Children

- For parents who are dropping off and picking up their children, we will require that the parents come into the classroom. We will have a sign in/out sheet that the parents will be required to sign when dropping off and picking up their children. Before the beginning of the year parents will be required to give a list of possible people that might drop off or pick up the child. We will need to be notified if someone different will be picking up for the day so we know that every child gets home safely and with the right people.

First Aid/CPR Training Requirements for Staff

- Our staff will be required to have first aid/CPR training, and will need to update that certification every other year. To make it convenient for our staff, we will hold one training a year for anyone who needs their updated, or needs the certification. (Berry, 2015)

Report Accidents/Injuries to Parents

- Every incident will be reported to parents, both severe and minor. If it was a small fall on the playground and ended with a scraped knee, then we would just let the parent know when they picked him/her up from our program. If it is more severe, like fell off a piece of equipment and has been holding their arm because it hurts really bad, we would call the parent immediately and let them know what happened, and let them decide what they want to do.

Accident Report Form

Child's Name:	
Date of Accident:	
Time of Accident:	
Nature of Injury:	
Location of Incident:	
What the child was doing:	
Caregiver response and first aid:	
Name of Caregiver that responded:	
Additional Information:	
Parent contacted?	Yes No
Name of Parent contacted:	
Who contacted parent:	
How parent was contacted:	Phone Email Other:
Time parent was contacted:	
Other Contacts or Actions:	

Child Care Provider Signature

Date: _____

Nutrition Services Plan

Food Schedule:

Each day we will have a morning and afternoon class that will last two and a half hours. The morning class is from 8:30-11:00 and the afternoon class is from 1:00-3:30. With this schedule we are offering to feed the children one snack while at preschool. Play and Grow will serve snack in the middle of the school day for the children, which makes it 9:30 for the morning snack and 2:10 for the afternoon snack. There will be a set schedule of what we will be eating for the day with a recommended serving suggestion; this will make the program run smoother.

Basic Menu Planning Process:

- **Plan the Menu**
 - Administrators at Play and Grow, as a collective team, will plan the menus after obtaining information like any food allergies or food not eaten by the children due to cultural differences. The planning process will happen two weeks in advance to ensure that all supplies are available for when the day of the snack occurs.
- **Shopping**
 - The administrators will do the shopping for the food after planning out the menu. This ensures that the receipts for the snacks will be kept in order and the budget for snack will be followed.
- **Prepare the food**
 - The teachers will prepare the food for the children. There will be a rotation to make sure that each teacher has a chance to be in charge. Every morning when the teacher arrives they will look at the snack for the day and the amount of children set to be in each class. This will all take place before the children arrive at preschool. Based on the amount of children present they will prepare the appropriate amount of snack for the children. The teachers will be encouraged to prepare extra for the children in case some of the children need more snack than the suggested serving size. After preparing the snack is complete it will be set aside for the children along with the dishes and serveware. The same procedure will be used for the afternoon class as well.
- **USDA food program**
 - When planning the snack for the children, the administrators will follow the guidelines implemented by USDA (2015):

Snack Select Two of the Four Components for a Reimbursable Snack		
Food Components	Ages 1-2	Ages 3-5
1 milk fluid milk	½ cup	½ cup
1 fruit/vegetable juice, 3 fruit and/or vegetable	½ cup	½ cup
1 grains/bread bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	½ slice ½ serving ¼ cup ¼ cup ¼ cup	½ slice ½ serving ⅓ cup ¼ cup ¼ cup
1 meat/meat alternate meat or poultry or fish or alternate protein product or cheese or egg or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds or yogurt	½ oz. ½ oz. ½ oz. ½ ⅛ cup 1 Tbsp. ½ oz. 2 oz.	½ oz. ½ oz. ½ oz. ½ ⅛ cup 1 Tbsp. ½ oz. 2 oz.
1. Milk served must be low-fat (1%) or nonfat (skim) for children ages 2 years and older and adults. 2. Fruit or vegetable juice must be full-strength. 3. Breads and grains must be made from whole-grain or enriched meal or flour. Cereal must be whole-grain or enriched or fortified. 4. A serving consists of the edible portion of cooked lean meat or poultry or fish. 5. One-half egg meets the required minimum amount (one ounce or less) of meat alternate. 6. Yogurt may be plain or flavored, unsweetened or sweetened.		

- **Why it is set up this way?**
 - As the administrators at Play and Grow, we want to ensure the safety of the children. We understand that planning the snack is a big responsibility and we want to protect our teachers and our children. Administrators

might eventually transfer planning the menus to a teacher but only after the teacher has been trained in specific areas. Those areas would include understanding what is healthy for the children and having been in our program long enough to build a rapport with the parents.

- Since we meet for only two and half hours each session, a child will only receive one healthy snack, which means that the planning and buying are not a huge time commitment.

Sample Menu:

We will be serving children ages 3-5.

Breakfast

½ cup banana
⅓ cup dry cereal
¾ cup milk

Snack

½ serving muffin
Yogurt 2oz
Water

Guidelines:

1. Purchasing:

- a. The administrator will first check locations that sell to restaurants and other institutions, because they tend to sell in bulk and is cheaper. We will also check for any deals and bargains that are available in the local grocery stores every week. When we buy perishable food, like fruits and vegetables, we will use them quickly so they do not expire.

2. Storing:

- a. We will keep all of the food in the kitchen; those items that can be kept at room temperature will be kept in cupboards. We will also make sure that the refrigerator is kept at a safe temperature for the food (38-40 degrees Fahrenheit); this will be ensured by keeping a thermostat in the meat drawer. We will also have a variety of frozen food that will be kept in the freezer at the appropriate temperature. When an item is opened, and not completely used, that date will be marked on the item. If said item is not in a proper storing container, then it will be moved to an appropriate closed container to keep it safe. These containers will be kept in a cupboard for the teachers. Opened items will need to be used a week from when it was first used.

3. Preparing:

- a. All of our snacks will be made fresh and on the day of consumption, unless it can be made and safely stored ahead of time without perishing. Teachers will consider the time it takes to cook the food for snack to ensure that we are not serving the snack cold to the children. Our snacks will have various colors, that way it is appealing to the children's eyes. The food will be served and prepared in small sizes to avoid the possibility of choking hazards. The food prepared will be easy for the children to manipulate and eat. Teachers in charge of snack are required to wear gloves while preparing and serving the food. Once snack is complete, the teacher in charge of snack will wash and sanitize the serving materials and dishes.
- b. Our Hand Washing Procedure will go as follows:
 - i. Children will wet their hands with water
 - ii. Apply soap
 - iii. Wash for 20 seconds
 - iv. Rinse hands
 - v. Dry hands with towel
 - vi. Turn off water with paper towel

Food Serving Plan:

Teachers are heavily involved in the serving process for snack. Each week a schedule will be made to show which teacher prepares the snack and the teachers that will eat with the children for the day. These assignments will be passed out a week before so the teachers can time manage. The schedule for each day will be different that there is equal opportunity for teachers to serve and interact with the children. Teachers eating with the children will encourage continued conversation and will eat snack with the children in hopes to model positive table manners.

Play and Grow will serve snack family style, which means snack will be passed around the table from child to child. There is a set time for snack where all the children will find a seat at a table and serve themselves (with minor assistance if needed). Bowls or plates will be set out at each table in a stack, with the snack for the day set next to it. The children will be encouraged to pick up a plate or bowl and serve themselves before sitting down. Teachers will encourage children to only take one scoop, or one cracker, etc, at a time, and if they are still hungry then they can come back for more. This practice helps to ensure that every child gets the appropriate serving size for snack.

Ways Parents and Children will have an Opportunity to be Involved:

- 1) Children will have an opportunity to participate in snack by helping with various assignments. One of the possible assignments would be to pass out napkins to everyone for snack or to collect trash from the tables when all children are done.
- 2) Parents will be encouraged to leave suggestions for snack ideas. There will be a box in the administrator's office and slip of papers with pencils/pens next to it for parents to right down their ideas.
- 3) Parents will be able to sign up to come into the classroom during snack to eat with the children and to help serve it. The notebook to sign up will be kept in the administrator's office. We do not mind surprise visitors, but this way ensures that there will be enough snack prepared that parent's will be able to eat.
- 4) For the Friday snack, the administrators will offer options to the children that they will be able to vote on. The majority vote will be the snack given to the children. The children will be given a piece of paper that has different pictures for the children to circle, they will be encouraged to circle only one picture. Teachers will explain what is in each picture that they know what they can vote on.
- 5) Parents can donate food to the school that can be used for snack. Suggestions of appropriate snacks will be sent home for parents to use as reference.

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