

What is a Courtesy Call

- When a child has one diarrhea bowel movement. (Two diarrhea bowel movements child goes home).
- If a child who normally naps does not take a nap. Letting the parent know that the child will have a rough afternoon and if possible an earlier pickup would be best for the child.
- If the child has a fever of 99 degrees. Reminding the parent that at a temperature of 100 degrees the child will need to go home.
- If the child has a big fall where the child has needed extra support. Letting the family know what procedure you went through to ensure the child's safety. Reminding them that you have filled out an incident report for them to sign at pick up time. Reassure the parent that you will be monitoring the child closely and if anything changes you will let them know.
- If the child is acting lethargic and or unable to engage in daily activities she/he normally participates in.

Child doesn't feel well?

- Assess the child to see what is wrong.
- Communicate with other teachers to be sure you are all on the same page about the child's needs.
- Take the child's temperature (Under the arm-add a degree).
- If the temperature is at 100 degrees the child must go home.
- If the child is at 99 degrees give a courtesy call to the family to give them a heads up.
- Support the child in any way.

Child gets hurt?

- Assess the situation making sure children are safe in the environment.
- Never Ever pick a child up if they have fallen down. The child should always get up on their own. You can reassure the child and encourage the child to get up but do not help their body.
- If the child is unable to get up on their own call 911 and then call the parents. Be sure to stay calm and not alarm the parents any more than necessary.

Any time a child gets hurt enough to leave a mark or any big fall you must write out an incident report right away, do not wait until the end of the day. Make a copy of the report for the parents to take home. PARENTS MUST SIGN THE ORIGINAL COPY FOR OUR DOCUMENTATION. Put the signed copy in the director's mailbox.

Teacher doesn't feel well or is injured

- Assess your needs.
- Take time away from children to properly address your needs.
- If your temp reads 100 degrees you need to go home.
- If you have diarrhea you need to go home.
- If you are unable to mentally or physically be present in your full capacity with the children you need to go home.

Contacting the Director

- Director on site: Talk to the director one on one to express your needs.
- Director off site: Talk to your co-teacher about how you are feeling and your need to go home. Assess the number of children in the building and who else is on site. Call the director to communicate the decision and needs of present staff and children.
- Calling in before your shift: A minimum one hour notice of absence is required. It is encouraged to give as much notice as possible. With illness or injury you are well aware hours before calling in

that you are not at full capacity to work. DO NOT wait until the last minute. If you fail to honor this policy you will be given a written notice of failure to follow policy.

Parent wants to bring/supply medication for the child?

- Parents need to fill out a medication form at drop off time. Be sure to remind the parent that the child will be monitored and treated with care.
- If the medication is Advil or Tylenol remind the parent that we will take the child's temperature before administering the medication. If the child's temperature is at 100 degrees before the medication the child will need to go home.

Parent comes into the building upset and wants to speak to the director.

If the Program Director is on site go get the director to speak to the parent. If the Director is not on site encourage the parent to leave a note and or email the Program Director about the problem or concern. DO NOT ANSWER ANY QUESTIONS THAT MAY PLACE YOU AT RISK. IT'S BETTER TO LET THE PROGRAM DIRECTOR HANDLE DISCRUNTLED PARENTS.

Child who has head lice, hand-foot-mouth, or any other contagious viruses or sickness.

Head Lice and Hand-Foot-Mouth: Check all children's heads for lice. If a parents asks why or inquiries about who has head lice just say this is a routine head check that the program director asked you to do. If you find head lice on one child simply remove the child and discreetly call the family to let them know that the child needs to go home. ALWAYS TELL THE PROGRAM DIRECTOR.

If there are multiple children who have head lice or hand-foot-mouth immediately contact the program director.

- Bag up each child cubby, coat and shoes.
- The director will need to close the school for the day if multiple children are contagious with any sort of virus or illness.
- All staff will need to help clean/disinfect the school.

Parent calls to get information about our program?

All staff are required to answer the business phone.

When you answer...

Hello, this is _____ Child Care how can I help you?

If the caller is enquiring about enrollment or a tour please take a message for the program director.

Take a Message

- Name of parent
- Name of Child
- Age of child
- Type of care needed: Days of week and times
- Phone Number
- Always encourage our website and facebook page for detailed information about our program. Many of their questions can be answered by looking at these two sites.

Parent wants to potty train their child?

- Potty Training starts at age 2.5.
- The family is welcome to bring pullups.
- We will give the child opportunities to sit on the potty during our potty times.
- We ask that the family begins the process strongly at home before we can begin at school.
- Let the parent know to supply multiple changes of pants and underwear.
- Fill out daily potty training log

- If the child has three accidents during the day they will be placed in a pullup
- If a few weeks go by and the child is not showing signs of improvement we may need to take a break of a week or two before trying again.

Safety Drill Procedures

Fire Drill

- Explain to the children what a fire drill is and why we practice them.
- Prepare the children for the expectations.
- One teacher sounds off the alarm.
- One teacher grabs the backpack, business phone and sign in sheet.
- One teacher leads the children outside to a designated spot.
- Teachers help gather the children.
- Call each child's name that is listed on the sign in sheet.
- Explain again why this drill is important.
- Go inside for a quiet activity time.

Lock Down Drill

- Explain to the children what a lock down drill is and why we practice them.
- Prepare the children for the expectations.
- One teacher closes all the blinds and turns off all the lights and gets the business phone.
- One teacher locks all the doors and windows and gets the sign in sheet.
- One teacher gathers the children in a quiet remote space with access to a bathroom. (Infant room)
- Read each child's name that is on the sign in sheet.
- Once in the space explain why we are practicing the drill.
- Read two books.
- Go to a quiet activity time.

Earthquake Drill

- Explain what an earthquake is and why we are practicing an earthquake drill.
- Provide a play doll house at group circle time. Place some furniture in the house.
- Shake the house.
- Ask the children what they notice.
- Explain that in order to protect their bodies from falling furniture we need to "DROP, COVER, HOLD" and remain that way until the earth stops moving.
- Spend time during circle time to practice "DROP, COVER, HOLD"
- Once you have finished explain to the children the importance of keeping their bodies safe during an earthquake drill.
- Go to a quiet activity.

Teacher Expectations

Lead Teacher Job Description

Read and become familiar with our Parent Handbook

- Our program mission
- What programs are offered and cost
- Guidance policy and procedures
- Daily schedule

Curriculum

- Plan and implement age appropriate curriculum
- Help children interact with each other in a safe and respectful way
- Lead and Plan circle time
- Lead and Plan play based learning activities
- Lead and Plan Programs (Infant, Preschool, and Afternoon)

Follow Checklists

- Opening Checklist
- Nap Time Check List
- Afternoon Check List

Follow our Daily schedule

- AM Schedule
- PM Schedule

Communicate with parents and families

- Sandwich method (Positive, positive, negative, positive)
- Yearly Ages and Stages Questionnaire and Teacher Conferences (Morning Lead)

Meals

- Prepare and Serve meals to children
- Become familiar with USDA standards for meals
- Breakfast 8:45am
- Morning Snack 10:15am (If Needed)
- Lunch 11:30am
- Afternoon Snack 2:45pm

Organization and Sanitation

- Sanitize classroom materials regularly (Sanitizer Spray Bottles)
- Keeping a clean and organized environment is important for the safety of the children
- Help with all checklists

“NO”

It is inappropriate to use the word “NO” with a child. It is an expectation and policy to use other forms of redirection to address a negative behavior.

Other words to use:

- No thank you
- Unsafe body
- Unsafe choice

- I do not feel comfortable with this choice
- Let's make a different choice
- What choices do you have right now
- I am worried for your friends, body, or teachers
- Stop

Shame

It is inappropriate to loudly scold or reprimand a child in front of their peers. It is an expectation and policy to talk calmly to the child. Remove the child from the group to have a conversation. Use problem solving techniques to resolve the issue while always supporting the child emotionally.

Blame

It is inappropriate to pass blame on a child before getting the facts. It is an expectation and policy to assess the situation first before assigning blame to any one or group of children. Always using a calm body and soft voice when interacting with children.

Tone

It is inappropriate to use a loud and demanding tone with the children. Using a firm teacher voice with children to convey your boundaries and exceptions is appropriate. Using a yelling and demanding tone is not acceptable. It is an expectation and policy to use an appropriate tone with children in your care.

Demanding

It is inappropriate to demand respect and command children. There is a time and place for strict boundaries and expectations but choosing to guide the children through commands and demands is not acceptable. It is an expectation and policy to respect children in their space and understand that children need processing time before they can begin working on meeting your expectation.

Pause

Allowing time for a pause when communicating and interacting with children will help them process the information being given to them. It is an expectation and policy to slow down the way you communicate and convey information to children. Children need processing time of three seconds before they can answer a question.

Classroom

- Teachers are expected to interact with the children in a play based learning environment.
- Teachers are expected to move around the classroom touching base with each child.
- Teachers are expected to play with the children, promoting social and emotional interactions with peers.
- Teachers are expected to treat all other teachers with respect. Communicating regularly with one another about children and the expectations around the schedule.

Circle Time

Daily circle times are large group times when everyone comes together to sing some songs, practice body movements and learn about a particular topic. Circle time is designed to lay the foundation for our activity time. Providing the children with language, procedures, methods, and expectations. Circle time should last no more than 20 minutes but is encouraged to stay at 10 minutes. The format that is traditionally followed is...

- Welcome Song
- One or two fun songs, rhymes, or finger plays
- Focus: what are we learning about? Providing tangible objects to assist with the learning and exploring of the topic.
- Activity Expectations
- Good Bye Song

Activity Time

Activity time should correlate with the topic you explored at circle time. Activity time is play based and should rarely be project oriented. We encourage open-ended play and exploration of materials.

Outside Time

Teachers should be stationed in an area where they can observe a large area. Teachers are facilitators while children are engaged with active play.

Walk Expectations

Neighborhood walks should be scheduled during times of the day that provide as many teachers as possible. Keeping a 1:6 ratio.

Times for walks

- In place of morning circle time (plan a relaxing activity to come back to)
- Afternoon after snack and toileting break

Neighborhood Walk Procedure

- Always have the walking rope
- Place a sign on the front door saying when you left for your walk
- Bring Business Phone
- Bring Emergency Backpack
- Bring Extra Tissues
- Pack a snack and water if you plan on a long walk

Planning Time

- Exercise healthy time management techniques during this time
- Structure this time to support your individual teaching style
- Time to plan lessons
- Time to gather materials/set up trays
- Time to clean up and organize materials and space
- This is not a time for you to interact with the children and or staff

Responsibilities

- It is your responsibility to advocate for your needs and wants within the company.
- It is your responsibility to respect the needs and wants of all other staff working in the company.
- It is your responsibility to follow the policies and procedures in this handbook.
- It is your responsibility to keep track of your continuing education hours and renew all expiring certificates.
- It is your responsibility to show up to all staff meetings and staff team building activities.
- It is your responsibility to come to work ready for the day. Your personal life stays at home.
- It is your responsibility to play with the children.
- It is your responsibility to enjoy your profession to the fullest. Have fun and laugh. ☺