

Orientation Policy and Procedure

Each staff member is a childcare professional and is expected to act as such. The following general guidelines for professionalism should be maintained at all times:

- Arrive on time and stay the entire shift, if needed.
- Is not absent from work regularly and finds a substitute when necessary.
- Dress appropriately for interaction with children.
- Take directions, suggestions, and criticisms, and follow through to improve performance.
- Respect confidential information regarding children, families, and co-workers.
- Display a positive attitude toward the entire center (the program, children, families, and co-workers).
- Attend staff meetings and other Center events.
- Complete Indiana State Licensing required training courses within 30 days of hire.

The Lead Teacher or Director will cover the following material during your orientation:

- The names and developmental needs of the children they are responsible for
- Routines and transitions
- Acceptable methods of behavior management
- Meal patterns and food handling policies
- General and emergency health and safety procedures
- Handwashing procedures
- Diapering procedures
- Injury prevention and safety

Upon completion of the hiring process and before assuming responsibilities, this is the following orientation program used with new teachers:

- Review all policies and procedures, including the staff handbook
- observe the classroom assigned
- Meet children, coworkers, and administrators
- Participating in a supervisory observation, so the Director may assess the new teacher's mental and physical ability to work effectively with young children
- Participate in "In-service training"

Staff members are expected to observe the 3 C's for appropriate attire at work as follows:

- COMFORTABLE – Staff is expected to play with the children and be down at their level whenever appropriate. To do this, staff must wear comfortable clothes that allow free movement and activity. Staff members should wear clothing they feel comfortable getting dirty or stained, as staff members are expected to participate alongside the children during all daily activities. Flip-flops and sneakers are appropriate footwear.

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- CLEAN - All clothing should be clean with no stains, rips, or tears and must smell appropriate. This also applies to personal hygiene.
- COURTEOUS - Staff members interact with children and parents daily and should dress professionally.

Clothing may not contain alcohol, drug, or cigarette references. Vulgar sayings or suggestions are forbidden. Certain articles of clothing are never appropriate for the work environment, including halter tops, strapless “tube” tops, short skirts/shorts (must hit at fingertip length or below), sweatpants, excessively torn jeans/shorts, and low-rise jeans/shorts which expose undergarments.

It is expected that all staff members will present themselves and VIP in a professional, respectable manner. Any staff member not adhering to the dress code may be asked to leave and return dressed appropriately.

Every staff member’s attention must remain on the children at all times. A second lapse in attention could result in a serious accident, which, with appropriate supervision, would have been prevented. Therefore: Cell phones are not permitted in any program rooms except for lead teachers for documentation purposes. Cell phones should remain turned off and stored in a purse, bag, coat, classroom cell phone box, or the office, etc., while a staff member is clocked in. Cell phone use is permitted only during an approved break and never in a classroom. It is never appropriate to make a personal phone call, send a text message, check voicemail, etc., while in the presence of children, even while on an approved break. It is expected that when leaving the center for any reason (walk, field trip, etc.), one staff member will carry with them a cell phone. In this circumstance, the cell phone should only be used in an emergency, not for personal calls/text messaging.

In an emergency, the staff member must inform the Lead Teacher, Director, and Assistant Director of the situation. In this case, cell phones must be set to vibrate. Calls may be answered only after a substitute has arrived to replace the staff member and outside the classroom. Ratios must be maintained at all times. All VIP-owned computers are to be used for work purposes only. Under no circumstances may Software be installed without the prior permission of the Director and Assistant Director. Staff members may bring in a personal computer during nap time only. The wireless network password may be obtained from the Director and Assistant Director. Computer use is forbidden during all times other than nap/rest time.

We always work in teams to protect each staff member, and no staff should ever be alone with a single child. Another staff member should be within sight/sound at all times.

Continuing Education

The program requires at least 30 clock hours of job-related continuing education during the first year of employment and at least 24 clock hours of continuing education based on individual competency needs each year thereafter for all directors and teaching staff, including regularly scheduled substitutes.

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The program requires all teaching staff to complete the following training:

- Knowledge of typical and atypical physical, cognitive, and social-emotional child growth and development;
- Designing and implementing developmentally appropriate lesson plans and group activities;
- Discipline and behavioral management strategies, including positive guidance techniques;
- Mandated child abuse and neglect identification and reporting;
- Appropriate and positive touch;
- Appropriate care of infants, including shaken baby syndrome, safe sleep practices, and conditions (if serving infants);
- Health practices and promotion, including; infectious disease control and prevention, proper handwashing, daily health checks, knowing the signs and symptoms of childhood illness, and standard precautions;
- Appropriate classroom management, including indoor and outdoor supervision and successful transition strategies;
- Cultural diversity and working with diverse families;
- Proper nutrition, including age-appropriate serving sizes;
- Developmentally appropriate physical activities aimed at lowering the risk of childhood obesity;
- Room management and classroom planning, including accidental injury prevention strategies;
- Appropriate cleaning protocols for classroom environments;
- Management of job-related physical and mental health concerns;
- Effective child and parent/guardian communication strategies;
- Procedures and practice of handling emergency/disasters, including but not limited to; shelter in place, natural/weather-related disasters, and intruder emergency situations;
- Knowledge of available community resources to address health and safety needs;
- Inclusion of children with developmental delays and/or special health care needs;
- Implementation of child assessment measures in use.

All supportive staff (cooks, bus drivers, administrators, etc.) and volunteers have documented training in the following:

1. Standard precautions and handwashing;
2. Developmental characteristics of the children in care;
3. Mandated child abuse and neglect reporting;
4. The behavioral management philosophy of the program.

The program conducts an annual needs assessment to identify areas of training needs and create a professional development plan for staff.

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The results of formal classroom observations are used to create individual professional development plans.

Specialized Training of Staff Who Handle and Prepare Food

- All staff who have food handling responsibilities, such as serving snacks or meals, receive training in food protection/handling or equivalent.
- The designated food service supervisor or cook responsible for food preparation have a certificate in food service and food safety.

Daily Attendance Records of Children

- In each classroom is an enrollment binder with student's enrollment paperwork for that classroom.
- Next to the emergency exit is an additional copy of the classroom's Student Contact information along with the following:
Care plans • Medical releases • Relocation site agreements & maps • Emergency information on each child • Emergency plan & numbers • Small first aid kit • Any needed medications (EpiPen, Insulin, etc.) for children/ staff with special needs • NOAA weather radio (battery or crank powered) • Cell phone charger • Portable power pack

Pick-Up and Drop-Off Procedures

The procedure for verifying who is authorized to pick up a child from care that includes the following:

- In the enrollment packet there is written authorization in the child's file
- Upon pick-up each staff will make certain verification of the identity of any new person before the child is removed from our care
- Director/Assistant or Lead Teacher will train all new staff members whom are responsible for verifying identity. If someone is not on the list and we have not been given specific permission by the parent we are to keep the child with us and call the parents directly to get permission or the 911 to have the adult removed if they are not compliant when told they cannot have the child.

Health and Safety Policy

The program has following health protection:

1. Clear instructions for handling emergency and critical care situations are detailed on page 36 of the Staff Handbook.
2. Illness inclusion and exclusion policies for both the children and staff that addresses reentry into the program after illness are detailed on page 41-42 of the Staff Handbook
3. Guidelines that address seasonal and pandemic flu policies, including reporting designated infectious diseases to the CDC fall to the Health Advocate of the Center and also reported to the Director for certainty of proper handling.
4. An explanation of common child care illnesses that includes a plan to handle sick children as well as safety measure to protect the health of other children and staff is listed on the same page 41-42 of the Staff Handbook.

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5. Prevention protocol for communicable diseases is trained and required for all staff when they take their CPR and Universal Precautions training each year.
6. A child's parents be notified as soon as possible when the child's behavior indicates any sign or symptom of a possible illness that may require exclusion from the program
7. A separate area to care for children who are too ill to receive care in the regular group until a parent or guardian arrives to pick up the sick child is in the Directors office.

Designated Staff for health and Safety issues

- The Director is the main one in charge of all health and safety issue but if a she is not present then the lead senior teacher will be in charge.
 - Morgan Jackson- Lead Teacher
 - Savannah Mann-Crowe- Lead Teacher
 - Samantha Woroszylo- Lead Teacher

Their responsibilities are the following:

- Oversees day-to-day program-level health and safety issues
- Serves as an additional resource for families with health concerns or needs
- Ensures that program-level health and safety concerns are addressed/resolved

Medication Administration Policy

- Only designated persons, who are certified through Medication Administration Training (MAT) or a state-approved, standardized competency-based training provided by a licensed health professional, are authorized to administer medications
- we must have signed parental/guardian consent for administering specified prescription or nonprescription medication
- Prescription directly by a healthcare provider with specific dosage and administration instructions
- Information on medication, including possible side effects, is provided to the program by parents/guardian(s)
- Medication administration log will be filled out and kept onsite

Physical Environment, Equipment, Prohibited Supplies and Transportation

Toxic Substances

The arts and crafts supplies/materials and area:

1. supplies/materials nontoxic
2. Children and staff are not permitted to eat or drink while using materials
3. Supplies/materials are only used in well-ventilated areas

Cleaning Responsibilities and Schedule

All teachers are to clean areas during their shift which include the following:

- Cleaning and disinfecting-mouthed infant and toddler toys
- Cleaning general classroom areas
- Cleaning bathrooms
- Cleaning dining areas

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These areas are to be cleaned daily and specifically in the dining areas before and after when food is served. Per the teachers job description this is maintained to the highest quality to ensure safety and health related issues.

Relationship Development

To ensure continuity of care, our program states the following:

- Limits the number of qualified teachers who care for any one child during the normal day
- Assigns primary teachers to work with infants and toddlers for a period of no less than 9 months

Diaper Changing Area/Toileting Area

Cloth diapers, are the following plans and procedures in place:

1. A written, articulated sanitation plan that includes disposal of waste and how to return diapers to parents/guardians
2. Training for any staff member who will have contact with that child, including substitutes, on the care of soiled cloth diapers
3. A requirement that cloth diapers have an absorbent liner as well as a waterproof outer cover

SIDS Prevention

Infants are always put to sleep using current American Academy of Pediatrics (AAP) Guidelines for Infant Sleep Safety and SIDS Risk Reduction*, including:

1. On their back
2. On flat, firm mattress with tight-fitting sheets

AND are the following items prohibited:

1. Soft toys
2. Blankets
3. Bumpers
4. Pillows or boppies
5. Swaddling
6. Necklaces
7. Bibs
8. Strings or attachments to pacifiers

Support for Breastfeeding

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- The program supports breastfeeding at the program and proper care for breast milk brought from home
- VIP provides teachers with appropriate training on the proper handling, storing, and serving of breast milk

Curriculum Plan

In June and July the Director and Lead Teachers will meet together to review the previous year's curriculum plans and goals to make adjustments and plan for the upcoming year. We will make accommodations based on the following criteria:

- Individual needs of children
- Developmentally appropriate practice
- Reliable & valid assessments of children
- Teacher's input
- Ages of children
- Special needs of children
- Cultural sensitivity
- Progress reports
- Social development of child
- Emotional development of child
- Cognitive development of child
- Language development of child
- Physical development of child

Lesson Plan

Daily schedule and routine:

1. Ensure children are able to meet their developmentally appropriate learning goals as based off the curriculum plan
2. Allow for children to revisit experiences/concepts over time
3. The Physical Health and Wellness section of the lesson plans are utilized inside and outside of the physical building.

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Promoting Physical Activity

1. Address the benefits of physical activity
2. Outline the duration of physical activity required
3. Require that each child have at least one change of weather-appropriate clothing in case of accidents

A Healthy diet and adequate physical activity are essential for a child's learning, growth, development and overall health and happiness.

Developmental Program and Curriculum Units

Our curriculum includes units on nutrition, health and safety.

Teachers provide developmentally appropriate opportunities for children to build an understanding of mathematics and numbers through:

1. Naming and recognizing different shapes and patterns
2. Counting objects and materials
3. Recognizing quantity and number symbols
4. Using measurement and sorting
5. Integrating mathematical terms and concepts, including time, into everyday use

Teachers provide developmentally appropriate opportunities for children to build an understanding of science and nature through:

1. Introducing, exploring, and discussing varying scientific concepts and principles
2. Using the senses and simple tools to observe scientific features
3. Collecting and documenting materials
4. Integrating scientific terms and concepts into everyday use

Teachers provide children with many opportunities to explore cause and effect and how things work.

Teachers provide developmentally appropriate opportunities for children to build an understanding of technology.

Limited to 30 minutes per week for educational materials/activities that are suitable to the developmental level of the children.

If technology is used it is interactively with the children through teacher-initiated conversations and the use of open-ended questions.

Teachers provide developmentally appropriate opportunities for children to build an understanding and appreciation of culturally diverse art, music, drama, and dance through:

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1. Encouraging and engaging in creative expression and play
2. Expanding artistic skills by manipulating age-appropriate materials and child-sized tools
3. Reviewing personal art and others' art
4. Integrating artistic terms into everyday use

Teachers provide developmentally appropriate opportunities for children to build an understanding of social studies through:

1. Participating in group and community activities (including interactions with children of various ages)
2. Exploring diversity in non-stereotypical cultures, family structures, abilities, language, ages, and genders
3. Discussing fairness, friendship, responsibility, authority, and differences
4. Reviewing local geography and the varying communities at large
5. Exploring positive and negative environmental effects
6. Contributing to the well-being of the classroom and community
7. Engaging in economic concepts (for children ages three and above)*
8. Connecting personal experiences to broader world concepts

Developmental Program and Curriculum Units

The program has the following procedures in place for transitioning the children to another classroom, program, or elementary school that includes the following:

1. We review and final preparation of the child's needs with the 2 lead teachers coming and going for the student.
2. The child is given an child and family need assessment-posted on accreditation page
3. A mechanism to share summary information on the child's needs, learning styles, supports, progress and recommendations- Remind App; evaluation binders in classroom with evidence.
4. Signed, informed parental/guardian consent to share information; on Parent Survey.

Annual Program Review Policy and Procedure

Parent and Staff reviews are given every year in October. Results from the annual program evaluation:

1. We take the information at the following November PTA to use the data to create the program's continuous quality improvement plan
2. Used to identify two goals for the next year, including any specific action steps toward completing those two goals, and identifies the program staff member responsible for its completion?
3. Used as a training opportunity for teaching staff to ensure proper use and implementation of any changes to the curriculum?
4. Share with the program staff, parents, and stakeholders?

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