



UNIVERSITY OF OREGON



University of Oregon
Vivian Olum Child Development Center
Student Staff Handbook
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About the Vivian Olum Child Development Center

Mission

The mission of the Vivian Olum Child Development Center is to provide comprehensive high quality programs of early childhood and school-age care and development for the children of University of Oregon faculty and staff and to offer faculty and students interested in the development of young children a setting for observation, participation and research. In doing so, our goals include providing a foundation of experiences that foster the growth and development of children, and a safe and nurturing environment for children and families.

History

The Vivian Olum Child Development Center, established in July of 1996, is the culmination of many years of work by members of the university community and was shaped by the vision of Paul Olum, president emeritus of the University of Oregon. Dr. Olum provided a large share of the funding for building phase one in honor of his late wife, Dr. Vivian Olum, UO Associate Professor of Counseling Psychology, whose professional activities and research focused on helping children and families. The center is named in her memory. The phase two addition to the building, completed in September 2000, is named for Lois Scharpf Reed, a generous donor and supporter of the center.

The Vivian Olum Child Development Center began in 1990 as the Young Children's Center, a collaboration of the Parent and Child Education program, an early intervention program of the University of Oregon Center on Human Development, and Work-Life Resources, a program of Human Resources. With the completion of the new building in 1996, it became the Vivian Olum Child Development Center, a program of University of Oregon Human Resources, Work-Life Resources. The center is funded by a combination of parent fees and university support.

Certification

Vivian Olum Child Development Center is licensed by the State of Oregon Child Care Division and is inspected annually by a licensing specialist. We comply with all CCD rules and a copy of these rules and regulations are available in the office for your reference.

Operating Calendar and Hours

The VOCDC is open 7:30 a.m. to 5:45 p.m. The building closes for families at 5:45 p.m. to allow staff to complete classroom closing tasks by 6:00 p.m. The center is open all twelve months of the year. For school-aged children we offer an afterschool enrichment program which can include full day care for 4J school days-out, snow day care, and weekly summer camps. Several center-wide closures are scheduled annually, based on university holidays and the operational needs of the center, such as facility cleaning and teacher in-services. Please check the annual calendar for specific dates.

Philosophy and Program Goals and Values

Center Values and the Code of Ethics

We are committed to being a community of trust, nurturing, respect and intention. Professional staff, student staff, and children are all asked to uphold these values in their relationships and work in classrooms:

- Community
 - Diversity-appreciating uniqueness
 - Belonging
 - Positivity
 - Cooperation
 - Working toward common goals
 - Everyone is valued, heard and supported
- Respect
 - Honoring individuals through your tone of voice, body language and word choice
 - Healthy communication
 - Open mindedness and appreciation of difference
- Nurturing
 - Considering and valuing individual needs
 - Encouraging growth
 - Compassionate interactions
- Intention
 - Big picture awareness
 - Preparedness
 - Holding space for emergent curriculum
 - Being mindful and able to explain choices
- Leadership
 - Modeling through actions, relationships and activities
 - Clearly articulating expectations
 - Consistently demonstrating appropriate work ethics, respect and relationships
 - Sharing, supporting, encouraging and affirming ideas
 - Doing what is best for each child

In addition, standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We adhere to the NAEYC (National Association for the Education of Young Children) *Code of Ethical Conduct*. All employees are expected to follow this code when making workplace decisions of an ethical or moral nature.

We have made a commitment to:

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family

- Recognize that children are best understood and supported in the context of family, culture, community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect.

Educational Philosophy

Research in early childhood development and education demonstrates that a child’s emotional, social, and cognitive development are interdependent. VOCDC’s classroom goal is to provide programs which encourage and support positive peer and social relationships and the development of critical thinking skills. Within these goals, play is fundamental. Curriculum builds on children’s interests and understanding of the world. Play-based curriculum, emergent curriculum, constructivism, and developmentally appropriate practice are all terms that describe our program.

Literacy

Literacy is fostered in our program by having children engage in symbolic communication in a functional way. Looking at picture books, matching pictures to print, telling and listening to stories, environments that are “print rich” are all examples of literacy events in our early childhood programs.

Anti – Bias Education

The VOCDC has a commitment to anti-bias education. We look at the contribution each individual makes to our diverse community as being important. Children with developmental differences, families of all configurations, people of different races, and parents and staff with different belief systems are all welcome here. We strive to ensure that all aspects of our curriculum are inclusive, allowing for the recognition, inclusion and the comfort of our diverse community. Although learning is individualized, we keep in mind that children are learning to be part of a group. Respect for others and practice in seeing other points of view are important aspects of this process for adults and children alike.

We are also committed to proactively challenging our assumptions and we strive to provide books, materials, and experiences throughout the year that reflect diverse cultures that children may not likely see, as well as those that represent their family life and culture.

Fragrance Free Policy

Many children and some adults who work at VOCDC are sensitive or allergic to perfumes, colognes, and fragrances, as well as chemicals such as bleach or cleaners with strong odors. Fragrances can be found in products such as lotions, hair spray, fabric softener and soaps. In order to maintain a fragrance free environment, and to ensure the safety and comfort of all our children, staff, and visitors, we ask that you refrain from using highly scented personal care products while at the center. We further ask that chemicals such as bleach and other cleaning products be used with caution and notice be given before any carpet cleaning or floor waxing.

Holiday Celebrations

The center recognizes that we live in a pluralistic culture with many different religious and cultural practices and beliefs. As a basic policy, the center does not present material that fosters or hinders religious beliefs among children. Generally, we choose to not make holidays a focus for our children's activities, but invite families to share their traditions with us if they wish to. We will recognize holidays that are significant to our families and provide opportunities for children to discuss their traditions. Discussion of religious holidays and practices are on a nonsectarian and inclusive basis. Based on the children's expressed interests and as developmentally appropriate, seasonal holiday celebrations such as Halloween and Valentine's Day may also be observed. We will support celebrating children's birthdays in the classroom based on parents' requests.

Staff are asked to support children in sharing the culture of their family, especially when it might be outside of the dominant culture. A child who says that Santa doesn't come to every house might need staff to speak up when that idea is questioned by peers. Art projects, books and classroom materials often focus on seasonal changes.

Media Use

The occasional use of television, films, and video, is limited to rare. Music is chosen intentionally by teachers rather than being streamed with ads.

Internet videos or photos as a resource for information relating to specific curriculum is used in some classrooms. We intentionally limit screen time, and internet use is only employed as a research tool. Teachers often avoid books, music or other classroom materials that support images presented in popular media (Sesame Street and Disney, for instance). These materials can lead to repetitious play and support screen based activities by children.

Guidance and Discipline

The basis of the guidance and discipline policy at VOCDC is to encourage positive behavior and to facilitate a deepening understanding of emotions in oneself and others. Carefully planned environments and strong classroom communities provide support for children's success. Strategies such as redirecting children and setting clear limits are the basis for facilitating self-management when difficulties arise. These strategies also aid children in developing self-control.

All children are encouraged to "use words" to express their needs and feelings. Staff facilitate problem solving among children in conflict, maintaining an awareness of each child's development and temperament, and providing support at the appropriate level. Prosocial behaviors are encouraged and acknowledged by teaching staff. The staff's response to inappropriate or negative behavior may include: ignoring behavior, discussing the situation with the child, redirecting the child's activity, and/or using firm, clear and concise language to instruct the child in a more positive way to express her/himself.

If a child is unable to respond to these interventions, he or she may be asked to move away from an activity for a time. This allows space to calm down, express his or her feelings and needs, and participate in finding a resolution that allows him or her to be successful. Staff will usually accompany the child to a space away from the activity for a brief period of time and then assist the child to reenter the classroom activity.

In special cases when a child is likely to hurt him/herself or another child, the teacher will stop the child by holding him/her. With a focus on prevention and anticipation of difficult behavior, this is a situation that occurs infrequently.

The Vivian Olum Child Development Center is committed to promoting healthy relationships and a safe learning environment. To this end, threats of harm to self or others, threatening verbal or physical behavior or acts of violence, shall not be tolerated at the center. The center reserves the right to discontinue the enrollment of any child that fails to follow this policy. The director maintains final discretion in matters of enrollment.

Our Classrooms

The center is comprised of seven classrooms, serving children 8 weeks through fifth grade:

Dreamers

8 children: 8 weeks to 1 year

The Dreamers classroom serves the center's youngest children and sets its pace around the needs and unique differences of infants. The program is designed to help babies feel secure, with attentive adults who respond consistently and supportively to each child's cues. Routine aspects of care-giving such as diapering and feeding provide opportunities for significant one-on-one interactions with adult caregivers that nurture relationships as well as promote children's development. The physical environment is also an important aspect of the program. We provide materials, experiences, and the physical space for children to explore through touch, sound, and sight, a requisite for their cognitive growth.

While being supportive of infants in their quest for competence, our teachers look to the parents as the best resource for working with their children. We encourage parents to spend as much time as they would like visiting or breast feeding their children in the classroom.

Builders

12 children: 1 to 2 years

The Builders classroom provides care for older babies and young toddlers. Teaching staff begin to regularly implement carefully planned activities to foster cognitive, emotional, self-help, language, physical, and social growth while continuing to emphasize attentive and supportive relationships among children, caregivers and parents.

Motor development is a big part of the toddler classroom, and activities are planned to engage children and provide opportunities to practice emerging skills for both fine and large motor. Cognitive growth is illustrated through the toddler's growing understanding of the world and how things work. Activities are designed to be open ended and include opportunities for new experiences, as well as repetition and practice.

Language acquisition is another developmental achievement for children at this time. Supporting this emerging cognitive skill is an important focus for our teaching staff. Adults responding to communication attempts, modeling language, and providing daily experiences with books and music are all designed to support growing language acquisition.

Pathfinders and Adventurers

10 children per classroom: 2 to 3 years

Identity becomes a significant developmental issue at this age, closely tied to questions of independence and control. In the Pathfinders and Adventurers classrooms, adults help toddlers find appropriate ways to assert themselves by supporting their individuality, by offering choices whenever possible, and by introducing social guidelines.

Cognitive growth continues to occur through active exploration of the physical world. As active explorers, toddlers are eager to try new things and use materials in different ways.

At this age we see emerging social-emotional development, the development of friendships and peer relationships, and the emergence of self-help skills. In planning curriculum for toddlers, our teachers are prepared to be flexible and spontaneous, but also provide a consistent daily routine.

Explorers

20 children: 3 to 4 years

As children develop physically during the preschool years, they are capable of exploring a greatly expanding range of environments and opportunities for social interaction. Considerable growth and change occurs during the 3 to 4 ½ years of age in all areas of development- physical, cognitive, and social-emotional, and our preschool curriculum addresses all of these areas of development. The teaching staff offers a planned curriculum that stimulates their interest, experimentation, and cooperation. Children are offered activities in which they will be involved in a “hands on” manner, encouraged to solve problems with materials, activities and with each other. Teachers carefully design the classroom spaces so that the children can freely choose and follow their interests within the established daily routine. Specific attention is given to supporting children’s emerging independence, as well as their peer relationships and their abilities to work together as a group.

Voyagers

19 children: 4 to 5 years

The Voyagers classroom offers child-centered learning activities guided by the center philosophy that discovery and exploration foster a positive attitude toward learning through questioning, observing, and experimenting with varied materials. The children make their own predictions and form their own theories in hands-on activities that involve cooking transformations, water movement, group and board games, dramatic play, physical science, experiments with art materials, pattern blocks, and math games. By engaging their interests and inspiring active experimentation, the teachers promote the children’s construction of knowledge and build foundations for school success in reading, math, science, and the arts. We foster children’s interactions and collaboration with peers, thus promoting language development, perspective taking, and conflict resolution.

Inventors

30 children: 5 to 11 years

Our Inventors classroom allows flexibility and freedom of choice within a secure setting for school-age children arriving after a busy school day. In addition, the classroom is open all day during most days the 4J School District public schools are closed. Staff ensures that the

classroom functions as a caring community in which all of the children and adults feel accepted and respected. The children have an opportunity to participate in group games or to work or play alone. Opportunities are provided to complete homework if desired, read books, write in journals, and get physical exercise. Planned and spontaneous activities are facilitated in an environment rich in the creative arts. Adults foster and nurture emergent and child-led projects such as publishing newsletters, writing and producing plays, and participation in a variety of clubs. They also can participate in outdoor activities each day.

Transportation for school-age children from several schools is available within a limited area. The center collaborates with the UO Moss Street Children's Center to provide transportation services, which allows each center to include a greater number of schools.

All drivers are qualified staff from one of the two centers and have completed the UO driver certification process. Please check with administrative staff for information about current schedules and services.

Summer-By-The-Week!

20 children: 5 to 11 years

Summer-By-The-Week! is a dynamic full-day summer camp experience with activities planned around a weekly theme. Opportunities are provided for children to learn, explore, conduct investigations, create, and engage with peers. The program is based at VOCDC, but groups will take daily field trips around campus and into the community. Enrollment is on a weekly basis.

Studio and the Big Idea

As part of our constructivist philosophy and in order to foster the opportunity for long term projects, the staff choose a Big Idea each year. This Idea is an intentionally broad concept that will serve as a prompt for our explorations for the year. Concepts such as Light and Motion have been used in past years. Each classroom will approach the Big Idea in different ways, but it provides an opportunity for collaboration and in depth study.

We have space in our Commons dedicated to our studio work. This work is facilitated by teachers who will set up and guide explorations focused on our Big Idea. Children will have the opportunity to work on projects in small groups. The focus of this work is inquiry based explorations that help the children to pose questions, and then seek answers to their questions. The projects will be specially designed based on the development and abilities of the age group, and may grow and change as each group's investigations progress.

QRIS

VOCDC is participating with the statewide Quality Ratings Improvement System. Oregon's QRIS program is joining a national effort to improve the quality of child care by engaging in an evaluation process with each center, and then setting goals for improvement. Through this process we will have the opportunity to look closely at our practices, create a portfolio documenting what we do, and then submit this portfolio for evaluation.

While we believe our program is already very strong, we view this process as an opportunity to be thoughtful and reflect on our program's values, to look closely at our practices, and to continually improve.

Vivian Olum Child Development Center Staff

Lead and Assistant Teachers

Professional teaching staff are the core of our program. Lead teachers and teacher assistants who are University of Oregon employees professionally staff the classrooms. The professional teachers in your child's classroom are your primary contact for information and questions regarding classroom specific topics. All of our center professional teaching staff have at least an associate degree in the field of early childhood education or equivalent experience. Hiring procedures follow UO guidelines and affirmative action practices.

Administrative Staff

The center's administrative team includes the center director, assistant director, program coordinator, business manager, and office support staff. As a program of Human Resources, oversight is provided by the UO's director of Work-Life Resources. The primary contacts for your questions are:

- Director: Supervision of Assistant Director, Program Coordinator, and Business Manager; building management, program and curriculum information, tours, center policies, child development and parenting issues
- Assistant director: supervisor of Dreamers, Builders, Adventurers, and Pathfinder classrooms, program and curriculum information for classrooms of children under three, center policies, child development and parenting issues, Manages student staff
- Program Coordinator: supervises Explorers, Voyagers, and Inventor classrooms, program and curriculum information for classrooms of children under three, center policies, child development and parenting issues, Manages substitute teachers and volunteers
- Business manager: Financial management and human resources
- Office coordinator: Child enrollment, schedules, wait list, and related policies, transportation issues
- Office specialist: Staff scheduling and reception

As an employee of this center, we expect that you will bring any questions, concerns, or other issues directly to the person who can most effectively help you to get the information you need. If at any time you need support to have this conversation, or you feel that your attempts have not been successful, please schedule a time to meet with the Director, the Assistant Director, or the Program Coordinator.

It is important to us that you feel supported and are getting your needs met, and in order to maintain a positive work environment, we ask that you work to resolve any questions or concerns you may have. You are all advocates for children, and it is your responsibility to speak up if something is making you uncomfortable. Often these issues can be resolved with direct and open conversation.

Student Positions and Roles

University students provide critical support for our program. Each student is assigned a home classroom and communication with their home room teacher is the best way to begin if there are questions, issues or concerns. Other supports for students are front desk staff (for scheduling and

payroll issues), the assistant director (supervises students, assists in scheduling and problem solving) and the director (assists volunteers and practicum students). If you have issues that arise, please don't hesitate to follow these avenues of support to get the assistance you need.

We have a number of paid student staff positions that have different responsibilities with children. We typically hire at the student aide level. All our student staff provide support for classrooms and the center environment and count in state ratios with children. Learn what the legal ratios are for your group.

Adult to Child Legal ratios are:

Dreamer and Bldr	PF and ADV	Exp and Voy	Inventor
1:4	1:5	1:10	1:15

Student aides are not allowed to be alone with children. Student assistants can be alone with one child or supervise the nap room or children on a bus. Student teachers are qualified to independently supervise a group of children. Student positions are indicated on each student's nametag. For details about promotion process, qualifying requirements and job descriptions, please see addendum 2.

We often have students in classroom in other roles as well. Volunteers, interns and practicum students often have regular schedules in classrooms. They are not counted in ratios with the children. We occasionally have students who arrange to do specific observations for class assignments as well. We appreciate all that students bring to the center!

Student Staff Responsibilities

Safety

Students come to us with all levels of training and experience. These guidelines will help you in keeping children safe while you gain more skills and experience. Please remember:

- Always position yourself so that you can view as many children as possible when you are supervising them. When giving your attention to one child, position yourself so you can also see other children.
- Watch children extra closely if they are playing near any of the center exit doors.
- Be alert and observant! Careful observation of children includes being able to foresee and prevent accidents or negative incidents between children.
- Children are to be under adult supervision at all times. *Children are never left unattended and are to be supervised by both sight and sound.*
- Children are never allowed to exit the play area without a qualified staff member.
- If you are the staff person nearest by when a parent picks up their child, you **must** be certain that a core staff member is aware of the person picking up the child. No child can leave the center with a person who is not authorized to pick up.

- You should avoid standing together or sitting and talking with other staff while you are supposed to be supervising and interacting with children.
- Students should always be working in tandem with another person.
- Student staff may not take children off the premises – only teachers.
- If a child is hurt, be sure the supervising teacher knows about the incident so they can do appropriate first aid and complete accident report form.
- If you are on a walk, know how many children are going and participate in keeping children together and safe. Every adult needs to take responsibility!

Mandatory Reporting

As an employee who will be working with young children, you are mandated by the state of Oregon to report any suspected child abuse or neglect. You are not required to investigate or explain the injury, but you are required to report it. You will receive specific training on this responsibility. If you ever notice an injury, or suspect that a child may be a victim of abuse or neglect, notify your classroom teacher, the classroom supervisor, or the director immediately. We will support you in making decisions about next steps.

Professionalism

We ask that all of our employees be aware of their individual responsibilities to the center and to their co-workers and engage in direct communication and constructive criticism. All children, parents and co-workers should be treated with courtesy, patience and respect. Staff will refrain from sarcasm, gossip, loud voices and other forms of conduct which could disturb the children and detract from our professionalism. Our most effective tool for helping children behave appropriately is our role modeling.

Employees are expected to put in a fair day's work: loafing or excessive time away from the job, failure to comply with directions, excessive chatting with co-workers while supervising and lack of cooperation are not in accordance with best practice and erode staff morale. Please talk with your supervising teacher if you need help identifying what needs to be done and before leaving your assigned work area.

Confidentiality

Information about the health or abilities of any child or a family's status is considered confidential. This information will be shared with staff only as necessary to meet the needs of the child. Be aware of this in your work throughout the center. Information about children is discussed only when it will benefit the care we offer the children, and these discussions take place only during meetings with your supervisor.

The boundaries with families should also be clear both within and outside of the center. Families may ask you to do childcare in their homes or you may have professors who are also parents of children in your care. Information regarding children and their families is confidential and may *not* be discussed with anyone outside of the center. Please set appropriate limits, referring parents back to primary classroom teachers if questions arise. Photos of children are used only

on site unless teachers have signed parent permission as well. Students may not take photos of children for their personal use.

Communication

Students are expected to communicate any significant issues that arise in the classroom to classroom teachers. This includes situations between children, parent requests, staff conflicts. It is important to be timely and accurate when sharing this communication. Students are also expected to read and respond to any email or other written communication from the center or the classroom. Often teachers post important information that they want all staff to know. Most classrooms have a notebook or similar procedure for sharing. Learn the system that is used in your classroom.

Parents will often ask you about their child's day. They see you as an important member of the classroom staff, and want to know that you know their child. It is important that you give them some information, or direct them to a staff person who has more information to share. Lead with something positive and specific, and share information about what you observed the child doing, who they interacted with, or what activities they chose. Often parents of younger children are specifically interested in knowing how their nap or meal times went. You tell them if you know, and you can direct them to where this information is recorded if you were not in the classroom during these times.

Smoking

As of September 2012 the UO is a smoke and tobacco free campus.

Telephone Use

Classroom telephones are provided to facilitate parent-teacher communication. Personal call may *not* be received or made on classroom telephones. Cell phones interrupt your supervision, interactions and observations of the children. Therefore, they may *not* be used for calling, texting or getting on the internet while working in the classrooms and must be turned off and put away unless you have prior written permission from your supervisor to receive an emergency call.

Appropriate Dress at Work

Dressing appropriately is essential both for your safety and for your role as a member of the teaching staff in a children's environment.

It is important to dress comfortably in clothing and shoes that easily allow for your physical movement in the classroom and on the playground, such as sitting on the floor or quickly reaching a child in danger. You may want to leave an alternate set of clothing in your classroom in case of exposure to body fluid.

Appropriate clothing will also reflect your responsibility as an adult in a young children's environment. For example, t-shirts with drug and alcohol related images, or clothing that is revealing is not appropriate at the center. Clothing should be clean and in good repair. If you come to work with a shirt or top that is inappropriate or your clothing exposes parts of your body that are not appropriate around children, you will be given a t-shirt to wear while you are in our classrooms.

Evaluations

The following are the basic skills we expect in your work at the center. Teachers will be training you more specifically about what these look like in your classroom. Teachers will do formal evaluations of your performance at least annually. A formal evaluation and recommendation is prerequisite of promotion. Written evaluations are kept on file to be used in responding to reference requests.

General Communication

- Gives information to staff in charge
- Asks questions
- Friendly with parents

Teamwork

- Self-motivated
- Prioritizes needs-focuses on children's needs and does cleaning when appropriate
- Is flexible
- Knows center routines

Dependability

- Arrives on time
- Works shift
- Arranges for coverage and approval for time off

Training

- Attends trainings
- Reads suggested material
- Incorporates training material into classroom

With the Children

- Uses language appropriate to developmental level
- Tone of voice is pleasant and authentic
- Exhibits enthusiasm and interest in children's activities
- Is proactive in maintaining each child's safety
- Knows children, spends appropriate time with individual children
- Facilitates activities with several children successfully
- Understands and responds to communication from children

Trainings

You are expected to continue to grow in your skills and understanding throughout your employment with the center. Much of your training at VOCDC will be hands on in the classroom. In addition, a number of staff trainings are scheduled throughout the year. Some of these trainings will be mandatory and you will be informed of dates and times those are offered. Each term, classroom teachers will hold mandatory trainings which will cover classroom specific information. These trainings are designed to provide you with information you need to be effective in the classroom and understand best practice in working with children. In addition, several center-wide trainings will be offered. You will be expected to choose several of our trainings to attend. This will help you to continue growing in your depth of understanding and aid you in making decisions in the classroom. Details will be given to you throughout the year. All trainings are considered paid work time.

Caring for our VOCDC Community

We work in shared space as a community. All staff work together to maintain a pleasant and safe environment for children, families and staff. If you have concerns or questions, please feel free to talk with front desk staff who will help coordinate solutions.

Visitors to the Center

Extended family members and student observers frequently are in the building. They should always check in at the front desk and sign in when arriving for an observation or a visit, prior to “mingling” within the building. Visitors will be given a red “Visitor” badge to wear while in the center.

- If a person appears as if they are lost or “exploring” or just appears out of context, all adults (core staff and student staff) are responsible for following through by approaching this “stranger” and finding out where they belong (i.e. “May I help you?”). Any unauthorized person should be reported to an office staff person.

This type of proactive role in approaching people will be helpful to everyone. It is important for everyone to assist in being part of the “eyes and ears” of the center.

Floating

We typically plan to have one student throughout the day who is scheduled as a floater. Floaters sign in at the front desk and will receive specific assignments at this time. Shifts are typically 2 hours or less. Floaters also have a regular list of responsibilities that includes assisting with laundry, dishes and maintenance of public spaces throughout the center. Floaters also provide some cushion for emergencies, sick staff, or special needs in classrooms and are often asked to work in classrooms by teachers or front desk staff. They are not available as to accept shifts from students who are sick, but admin staff may assign them to cover a shift when other solutions are not available. When all tasks are completed, floaters spend additional time in their home classroom. Each student is expected to work float hours during their time at VOCDC. This role is very important in the smooth operation of the center, and it provides an opportunity to see daily operations in every classroom.

The Commons

Awareness of children

1. Be aware of children following you as you pass through the Commons. Be sure to close doors behind you as you come and go.
2. The Commons is organized into activity zones. It is your responsibility to keep all your children in the same zone.
3. Use focused activities to keep children happy and engaged. Monitoring (playing with, talking to) the children is your primary job, so please limit chatting with other staff to short check-ins.
4. Position yourself so that you can see and help any children you are in charge of. Make yourself accessible to all the children you are supervising. For instance, if you have three toddlers, sit in a short chair or on the carpet, with materials that interest them.
5. Be aware of doors and people coming and going through the Commons, as well as the number of children who are in the space. Keep children away from doors.

Keep the Commons Beautiful

1. It is important to supervise messy activities. Please keep them off the carpets and away from seating areas.
2. All food served in the Commons should be at a table on a non-carpeted area. Remove all children's food, sanitize the table, and sweep the floor. Supplies are available in the laundry area.
3. Clean up the Commons often during play while remembering that interacting with the children is your primary job. Remember that it is a pathway for families and visitors, providing a sense of the VOCDC even before entering classrooms.
4. Put away all materials as soon as you are done; be sure to ask for help if you need it. If you are unable to finish cleaning up, notify a classroom teacher.

Kitchens

Feel free to use the main kitchen for your lunch or breaks. It is also used by classrooms for cooking projects or preparing craft materials like gak or playdough. Be aware that both the annex and main kitchen are used by all of the employees who work here, so little messes can add up quickly. General cleaning of cooking utensils and countertops, etc. used must be conscientiously practiced. All cooking utensils used by you or your classroom are your responsibility to clean. If you are assigned a project and don't have time to clean up afterwards, please return dirty dishes to your classroom for cleaning. No dirty dishes are to be left unattended, or food left out overnight.

Expectations of Time and Scheduling

Attendance

Every employee has a predetermined work schedule. To ensure proper staffing, each employee is expected to work as scheduled.

Because ratios of adults to children and supervision of programs are vital, your punctuality is equally vital. Staffing must always be adequate to meet state requirements and assure the safety of children.

Daily Sign In and Timekeeping

Students should sign in both on their time sheet and in the sign in notebook for each shift. Sign in notebook should be kept current, reflecting what staff are currently with children, so sign in and out throughout the day as needed for breaks or time away from children. Please record the actual time you are coming and going. Sign out on both your timesheet and the classroom sign in sheet when you leave for the day. These records are used both to verify proper coverage in the classroom and in signing time sheets.

Timesheets are to be kept in your personal folder in the classroom. Students' pay period is from the 11th to the 10th of the month, and payday is the last working day of each month. Have your timesheet filled out, signed and in your folder by the tenth of each month. Our office personnel will remove your timesheet from the folder and process it for payroll.

Breaks

All student employees are required to take regular breaks. The length of your shift determines the timing and frequency of your breaks. You may need to advocate for yourself if your breaks are not clearly scheduled. Please always let classroom teachers know if you are coming into their classroom after working in multiple areas of the center. Teachers may not be aware of your need for a break. Breaks may not be added on to the end of a shift.

All staff are welcome to take their breaks in the center's kitchen. Students may use the designated student kiosk computer located in the kitchen. Please note that this "kiosk" computer does not have printing capability.

Student Break Schedule:

<i>TIME WORKED</i>	<i>BREAK SCHEDULE</i>
0 to 2 hours.....	No break
2+ hrs up to 6 hrs.....	1 – 10 minute paid break
At 6 hrs.....	1 – 10 minute paid break 1 – unpaid 30 minute meal break
6+ hrs to 8 hrs.....	2 – 10 minute paid breaks 1—unpaid 30 minute meal break

Arranging Time Off

Be proactive in finding sub coverage for shifts you cannot work. Teachers need completed sub arrangements at least 2 days before your shift. Students use the "When to Work" online scheduling system to arrange sub coverage for shifts they are unable to work. You are responsible to find coverage for your shifts. If you have not found coverage, you are expected to work your shift. Here is the process:

- Put shift on the tradeboard – you can immediately contact staff in your classroom who may be available to work this shift.
- Front desk staff will change that shift to a "tradeboard" shift to give you access to other student staff schedules. Contact them to find coverage. Students must indicate that they want to pick up this shift and teachers must approve any trade.
- If you have found coverage that doesn't completely match your original shift (i.e., 2 students pick up parts of it or you are ½ hour short on one end), or cannot find coverage, talk with the front desk as soon as possible.

If you have found coverage for a shift for the next day, you need to call the front desk during work hours to see if they can fast track your request.

If you need help finding a sub, you must talk with the front desk about your needs. The sooner we know, the more likely we can help. There are times we may not be able to approve time off.

We try to work with students' needs, and we need coverage in classrooms. Communication with the front desk is critically important!

If we receive two “no-shows” or “no calls” or unapproved absences, we will begin looking for your replacement.

If you are having problems getting to work on time and/or maintaining your work schedule, go immediately to your lead teacher and explain the difficulty. We may be able to adjust your schedule.

Student Illness Procedure

Staff and children are expected to follow guidelines for exclusion outlined by the Child Care Division. Do not come to work if you have any of these symptoms:

1. Fever over 100 degrees F. The center uses temporal scanning thermometers.
2. Diarrhea (more than one abnormally loose, runny, watery or bloody stool);
3. Vomiting;
4. Nausea;
5. Severe cough;
6. Unusual yellow color to skin or eyes;
7. Skin or eye lesions or rashes that are severe, weeping, or pus-filled;
8. Stiff neck and headache with one or more of the symptoms listed above;
9. Difficult breathing or abnormal wheezing; or
10. Complaints of severe pain.

Staff and children are to refrain from returning to work for 24 hours after symptoms have subsided (vomiting, diarrhea and fever) without the use of medication to avoid passing illness to others. If these symptoms appear during your shift, please ask to be sent home. If you miss more than 3 consecutive days due to illness, we may need to see a doctor’s note prior to you returning to work.

Forms

Any changes in schedules or availability are communicated through forms that can be found at the front desk. Please complete a form if you are dropping shifts, adding or changing availability, leaving the center for a term, completing your employment with us. These are important tools for us in tracking and communicating changes.

Scheduling Processes

Scheduling is done near the end of every term for the following term. Student scheduling decisions are made by teachers, the assistant director, and the program coordinator based on the following criteria:

- Your performance -- The expectations for staff performance are explained in the student handbook and include standards for working with children as well as teamwork, communication and administrative expectations. If you have questions about any expectations, please don’t hesitate to ask. Teachers formally evaluate student work at least once a year and students are encouraged to check in regularly to see where they can improve.

- Your role/job title – student aide, assistant or teacher – being at the student assistant or student teacher level leads to more demand for your hours in classrooms.
- Preferred number of hours—we would like to schedule each student 10+ hours/week in one classroom to provide caregiver consistency for the children.
- Your availability and “fit” in scheduling needs of preferred classroom – students who have larger blocks of time available, or who have times available that others cannot work, typically get more hours.
- Your willingness and ability to work with a variety of ages and teacher styles, if not needed in your preferred classroom.
- Last minute class changes can also result in reduced hours

Once employed and in good standing, if teachers are not able to schedule you in a classroom, you can be on our sub list during terms your availability doesn't fit our needs. You may also be scheduled as a floater. If you float or sub for the term, you may return to a classroom the following term if your availability is a better fit. Schedules for each classroom and for float shifts are sent out via e-mail close to the beginning of the term. Please be sure to look at your schedule and confirm it as soon as possible. You may be scheduled in more than one place and receive multiple emails outlining your schedules, as each classroom is scheduled separately. New hires are often given their schedule in writing at the time of hire.

We typically continue to employ students who are working with us fall term throughout the year, if they have positive evaluations or show steady improvement, and have sufficient hours available for subsequent terms. It is in our best interest to utilize trained and experienced student staff and provide continuity for the children in the program.

Students are allowed to work up to 25 hours a week on campus while taking classes and during finals week. If you have a second job on campus, it is critical that you inform your employers about your hours so that you will be scheduled for fewer than 25 hours during the week. We can employ students for up to 40 hours a week during breaks or over the summer when not taking classes. We cannot always provide work for everyone who wants hours over the summer. Decisions are made based on what is in the best interest of the children. Classroom skills, consistency of staffing and Please talk with your teacher if you are interested in this possibility to get more information.

During finals week, we anticipate changes in schedule to accommodate testing needs. We ask that you find subs for shifts you are unable to work and we facilitate that process using a form in classrooms. You are responsible for tracking your scheduling commitments during this week.

Frequently Asked Questions

What Do I Need to Know on the First Day?

- Make sure that you have filled out payroll forms and time sheet if you are paid or a volunteer information sheet if you are a practicum student.

- Find out where to put your coat and backpack. Personal items must be kept out of reach of children at all times.
- Know where student staff messages are posted.
- Look for:
 - adult restroom
 - first aid kit
 - fire extinguisher
 - art supplies
 - food supplies
 - cleaning rags
 - towels
 - washcloths
 - schedule posting
- Learn the names of the children
- Know the teachers in charge
- Learn how to use the dishwasher and clothes washers and dryers

What will I Be Doing?

You will be interacting with children individually and in small groups, including reading stories, and assisting children with building projects, games and art activities. In the infant room, holding and interacting with babies one at a time, or playing with two or three children on the floor will be a big part of the job, in addition to feeding and changing diapers.

All adults are expected to be part of the supervision team, knowing where children are and monitoring activities for safety. Caregiving tasks, such as helping with hand washing, toileting, diapering and food preparation will be part of your job unless you are working with school age children. In addition, everyone will need to help with daily room maintenance, such as washing tables and gathering laundry. Some daily jobs will be assigned to you. After a few weeks, you will know what needs to be done without being asked. Staff appreciates students that spontaneously provide new ideas and materials for children.

Often, we are asked to write job references for people who leave here. This may be a first job for many students, so it is important to remember that your efforts here may have an impact on your future. This is an opportunity not only to learn about children in particular, but also an opportunity to learn general job skills.

What Do I Say to the Children?

How you talk to children will depend on the age of the child. For example, repeat infants' sounds, talk about things older infants see, help toddlers name things, ask preschoolers and pre-kindergarteners open-ended questions, and provide opportunities for school agers to talk about their day.

What Do I Do When The Children Are All Busy?

There is always background work to do in a child care program. While cleaning should never take precedence over caring for children, it is a very important part of what we do. Room arrangement and art displays are also occasionally in need of changing. Check with teachers

about what they might like to see done. Part of having a job like this is being aware of the range of tasks. *If you find yourself hanging out and chatting for more than a few minutes at a time, you will need to tell yourself it's time to get busy.* Here are some suggestions for things to do:

- Tidy Commons area
- Collect recyclables from kitchen and office areas and take to outside pick up zone
- Scrub kitchen sinks
- Wash windows
- Water outside plants
- Put clean dishes (in counter racks) away
- Sweep playgrounds
- Wash kitchen table
- Clean lint filter and put clean wash in the dryer

Why Do We Do What We Do?

It is important for you to know that this is meaningful work and that there are no trivial interactions when it comes to children. Each response you make- a smile, a hug, a thoughtful comment - makes a difference to that child. Research tells us that children's brains develop optimally when children have a variety of experiences in the care of warm, attentive, responsive adults.

When you are supporting children's play, you can ask open-ended question that encourage children to solve problems and expand their play. Some possible questions are:

- What do you think will happen if we do this?
- What else could we use?
- There seems to be a problem, what should we do?

What Is The Rule?

Many times we are asked what the rules are for the children. Before you prohibit an activity, ask yourself-

- Is it safe?
- Is it hurtful to other children or me?
- Is the mess bigger than I am willing to help clean up?

What about Safety?

Keeping children safe is a very important part of your job. Safety issues will be different in different groups. Obviously, a situation that is dangerous for a one-year-old may not necessarily be dangerous for a five-year-old. You will need to have some guidance from the lead teachers about minimizing risks for injury. Providing a balance between allowing children to explore while not exposing them to unreasonable risks requires a great deal of vigilance and thought. Be on the lookout for broken toys, hard objects where kids are jumping, and play that seems out of control.

Keep in mind that we want all kids to feel safe here and we don't want kids to ruin books, toys and furniture. Some examples in which an adult should intervene are: a child climbing on a

bookshelf, hitting another child, drawing in a book, or saying something deliberately hurtful to another child.

If the situation is not immediately dangerous, observe for a moment and see if you can get some information about what is going on. If it is a dangerous situation, rush right over and take the stick or help the child down from the bookshelf. Remember that it is important to be physically present and not just call across the room or playground.

When you need to prevent something from happening, it is important to do it as respectfully as possible. A simple statement such as "that doesn't seem safe to me" is usually adequate. If it's a matter of property damage, you can say, "If you want to draw, the paper is here. We don't draw in the book, because then other kids won't be able to see the pictures". We think it is most effective to make a personal statement, rather than citing a general rule.

When kids are having a conflict or excluding a child from play, it is often helpful to go over to where the children are, kneel down and listen for a moment. Sometimes an adult's presence will help kids be more thoughtful about what they are saying. Describe what is going on and see if the kids can work with you to solve the problem. "Charlie is crying, I wonder why he's sad". In the beginning, this may not go the way you expect or would like. Watch how the experienced teachers handle these situations and know that it will take some time to develop a feel for how to talk children through conflicts.

- That doesn't look safe to me. Please put the stick down.
- I notice that you're swinging that rope too close to the other kids. Move over here where there is a clear spot.
- I see Alex is crying. How can we help him feel better?
- I don't want you to use the marker on the walls; it is too hard to clean up.
- I am not comfortable with your wrestling. I'm afraid someone will get hurt.
- Let me hold that for you while we can talk about a safer way to play with it.
- I'm not sure what to do here. Let's ask one of the other teachers.

What about Playground Supervision?

- Make the rounds of the playground, go from group to group, and see what kids are doing. If you see play that seems unsafe, make a suggestion for another way to use the toys or another game to play.
- Check for hazards on the playground. Remove broken toys and have kids help pick up toys when the area gets cluttered.
- Ropes need to be carefully supervised. They work well for making tents and pulleys, or for jumping rope, but swinging them can be dangerous.
- When kids climb up on equipment, make sure hard objects are moved out of the way.
- On the preschool/pre-kindergarten playground, be sure to supervise any hidden areas, so you know where the kids are and know what they're doing.

- Be careful about becoming so involved in a game with a few kids that you lose track of what the others are doing. *It's fine to spend some of your time being playful, but remember you are also the adult in charge.*
- Ask for more help if there are more kids than you can supervise. If no one else is available to come outside, bring the kids in.
- If a child needs redirecting, get close enough to talk directly to him or her. It is not very effective or respectful to yell across the playground. Remember to be specific about what you want the child to do.

What Do I Do If Someone Is Injured?

If a child is injured, please alert classified staff. They will follow first aid procedures and record the incident. Gloves should be worn by any staff member who comes in contact with bodily fluids. Bloodborne pathogens, particularly Hepatitis B and HIV, pose a risk to those who work in a setting with children. Classified staff has training annually regarding the treatment and handling of blood related incidents. To minimize this risk, student aides should be careful not to come in contact with blood from a child. If you give the injured child an absorbent compress (tissues, paper towels, a clean diaper), the child can usually contain the blood from the wound, and a classified staff person can administer first aid. We find that most injuries can be dealt with by using a compress, band-aid, or in some cases an ice pack.

Is Chasing Children Okay?

Children like to play active games with adults. It is important for us to think about the implications of teacher as activity or teacher as entertainer. When the adult is the center of the activity, the child is relying on the adult to provide the stimulation and the ideas. While there is a time and place for this kind of play, it is important to keep these things in mind:

- Is the play fun for all involved?
- If you are the "monster" or whatever, are you able to attend to supervision?
- Are the kids so excited that they are out of control? Are they in danger?
- Do you have a plan for ending the activity? It is often hard for kids to stop, so they may need some help winding down.
- Are children overstepping personal boundaries? Using you as a punching bag or jumping mat? We need to teach children to be respectful of other people's bodies.

Feel free to tell children your limits. "This is not fun for me. I'm ready to do something else." While our program promotes child choice, it is important for the children to learn that treating others disrespectfully is not a choice. By setting limits for them about how you want to be treated, you are giving them an example of how to do that for themselves.

What If I Have A Problem?

If you have concerns about the way something is being handled, please speak directly to the teacher involved to get clarification. If you continue to see a problem, or don't understand what is expected, please see the classroom supervisor or the director. They will help you with next steps. You may contact the director or classroom supervisor through email or a telephone call. Learning to deal with conflicts responsibly is an important aspect of being part of a work group. Talking about teachers, center policy or children can be helpful when it is done with the people

who can help solve a problem. Venting with coworkers or over a break can lead to miscommunication and additional stress for everyone involved.

Classroom Policies and Procedures

Please read and be familiar with these policies and procedures as you work in your classroom. Never hesitate to ask if you don't remember what is expected.

Food Policies

Establishing positive mealtime expectations helps to support healthy eating patterns. The following are some helpful tips. It is recommended that all staff and students consistently follow these practices. It is important to acknowledge that feeding practices vary from culture to culture and must be respected.

All staff are to follow food handler's guidelines for safe serving and storage of food. All staff preparing snacks and meals must have a current food handler's card on file and follow standards for safe food preparation.

Here are some additions and details that apply specifically to our setting:

- Mealtimes are a pleasant time of social interaction for each child. Whenever possible, staff sit with children at the table to serve food.
- Children are offered all food from lunchboxes unless food presents a choking hazard. Food is not used as a reward or denied as punishment.
- Talk with supervising teacher if you have concerns about the safety of food in child's lunchbox.
- Children may not walk around with food, bottles or cups.
- Tables used for eating and food preparation are sanitized before and after each meal or snack.
- After water is introduced by parents, water is offered to children at every snack and given throughout the day on request. In hot weather, water is offered more frequently.
- Warm food only if child or parents request. Warmed food is discarded after serving.
- Food may be heated in small amounts (for infants and toddlers) in glass or ceramic dish for 5-8 seconds at a time. 10-20 second increments work for larger portions/older children. Temperature may be tested with gloved hand or by feeling bottom of glass container or holding hand over food. Never heat to hot, only warm slightly. If overheated, let cool, then always test with gloved hand before serving. Always stir moist food before serving to avoid hot spots.
- For children who are eating from lunchbox, food is replaced in lunchboxes after eating. Parents check lunchboxes at end of day to assess child's eating for day. If a large amount of any food is discarded (sandwich drops on floor, for instance), please leave a note for parent.
- Round, firm foods that might be a choking hazard, such as but not limited to: hot dogs, whole grapes, peanuts, nuts, seeds, raw peas, dried fruit, popcorn, thickly spread peanut butter, and hard candy will not be served to children under the age of 3 years old. After this age, these foods may be introduced if they are sent by parents, with close

supervision, at the teacher's discretion. Some of these foods may be served after being cut in small irregular pieces. This preparation may be done by staff if time allows. If food is not served, parents are informed with a note from teacher explaining choking concern.

- Food prep gloves are available for use. Be aware of the potential of cross contamination even when wearing gloves. Touch food as little as possible in preparing and serving. Use tongs, spoons or other utensils and be aware that food from home may be contaminated even before serving to children. Do not use the same utensils for more than one child's food.
- When a classroom group of children are eating regularly and have been introduced to common foods, snacks are offered from center kitchen. Parents are provided with a snack menu. Changes to snack menu are posted for parents.
- When making snacks, transfer serving amounts of cold food, milk and spreads to serving bowls or pitchers, returning the remainder of food in original packaging to refrigerator. Discard this food after use. Do not contaminate spread containers with crumbs or other substances. Food served family style is thrown out after serving.
- Infants and toddlers have specific additional requirements that are listed in the infant and toddler policies and procedures in Addendum 1. All staff in the infant and toddler classrooms are expected to follow these policies.

Food Allergies

Some of the children we work with have serious food allergies and precautions must be taken to keep them safe. Known food allergies are posted in food prep area of classrooms. Before feeding any child, please be sure of children's food allergy status. If you are uncertain, check with regular classroom staff.

Adult Beverages in the Classroom

The child care and sanitation regulations require that all children will be protected from all potentially hazardous situations. At VOCDC, this is interpreted to include adults having any personal beverages in the classroom while on duty. The exception to this is that all staff are allowed to have their own container of water in the classroom while on duty. The container must be labeled with staff name and kept out of reach of children and cannot contain any additives such as protein powders, liquid proteins, vitamins, minerals, etc. Personal containers of beverages such as coffee, tea, hot chocolate, etc can be stored (out of sight and reach of children) to be consumed during break times, out of the classroom.

Cleaning, Sanitizing, and Disinfecting

Handwashing Policy

Following these general rules will help us maintain a clean and healthy environment, and healthier children and adults.

Adults

- Wash hands upon arrival.

- Cover any open wounds on hands with a bandage.
- Wash hands before preparing food, eating, or feeding a child.
- Wash hands after toileting self or a child.
- Wash hands after handling body secretions (e.g. changing diapers, cleaning up a child who has vomited or spit up, wiping a child's nose, handling soiled clothing or other contaminated items) even when gloves have been used.
- Post signs to remind staff and children to wash their hands in the toilet room, the kitchen, and the area where diapers are changed.
- Be sure that the hot water supplied to fixture accessible to children does not exceed a maximum temperature of 120° F.

How to wash hands

- Check to be sure a paper towel is available. Turn water on to a comfortable temperature.
- Moisten hands with water and apply heavy lather of soap.
- Wash well under running water for at least 10 seconds.
- Pay particular attention to areas between fingers, around nail beds, under fingernails, and back of hands.
- Rinse well under running water until free of soap and dirt. Hold hands so that water flows from wrist to fingertips.
- Dry hands on paper towel.
- Use paper towel to turn off faucet, then discard towel.
- Use hand lotion, if desired.

Infants/Toddlers

Use soap and water at a sink if you can. If a baby is too heavy to hold for handwashing at the sink, use disposable wipes or follow this procedure:

- Wipe the child's hands with a damp paper towel moistened with a drop of soap.
- Wipe the child's hands with a paper towel wet with clear water.
- Dry the child's hands with a paper towel.

Older Toddlers

- Squirt a drop of liquid soap on child's hands.
- Wash and rinse their hands in running water, directing flow from wrist to fingertips.
- Dry hands with paper towel.
- Turn off faucet with paper towel and discard.

Teach older children to carry out the procedure themselves. Supervise younger children carrying out this hand washing procedure.

Cleaning Toys

Cleaning toys is only necessary if the objects are contaminated by visible residue such as play dough, dirt, etc. To clean toys:

- Fill a tub, bucket or sink with warm soapy water by using liquid dish soap
- Immerse the toys and scrub and/or soak to remove dirty residue
- Once they are clean, rinse the toys with water and follow either sanitizing or disinfecting procedure

If you don't need to clean the toys you can either sanitize or disinfect the toys. Both Sanitizing and disinfecting toys accomplish nearly the same goal. Sanitizing toys uses the SE66 formula at a lower concentration level and will eliminate 99% of bacteria, germs, viruses, blood borne pathogens, etc. Disinfecting toys uses the SE66 formula at a higher concentration level, eliminating 100% of bacteria, germs, etc. It is up to the staff to determine which procedure is necessary.

Sanitizing Toys

- In a clean tub, bucket, or hand washing sink, empty 1 full bottle of SE66 (stored in the locked cabinet in the kitchen, please inform the front desk if you use the last bottle)
- Add 2 full bottles of water
- Submerge toys and leave them in the solution for 10 minutes
- Remove toys, rinse them with water, and let them air dry

Disinfecting Toys

- Fill a clean tub, bucket, or hand washing sink with SE66
- Submerge toys and leave them in the solution for 10 minutes
- Remove from solution or drain off SE66, rinse with water, and let them air dry

If you only have a few toys to disinfect simply spray the soil-free toys on all sides then leave them on a rack to towel to dry overnight.

Cleaning and Sanitation Policy

Keeping classrooms clean keeps children and staff healthier.

- Janitorial staff empty trash containers, clean floors and toilets and vacuum carpets daily. VO CDC staff are responsible for all other cleaning.
- To sanitize, wash visible dirt with soap and water wash and rinse. Spray with SE66. You may wipe with paper towel to damp, to speed drying time. Let air dry. Do not use until dry!
- Tables used for eating and food preparation are sanitized before and after each meal or snack.
- Kitchen areas are cleaned daily and more often if necessary. Kitchen counters are cleaned before and after each meal is prepared. Sinks and drain plugs are cleaned daily or more often as needed.
- Refrigerators are cleaned at least monthly or more often as needed.
- Infant chair trays and arms are sanitized before and after every use.
- Mouthed toys, including machine washable toys and cloth books, are sanitized between use by different children. A system of ongoing rotation of mouth toys is used in each infant/toddler room.
- All toys accessible to children are sanitized after each use, at least weekly.
- Cloth toys and dress up toys are laundered weekly or more often, as needed.
- Laundry is washed on hot cycle.
- Large stuffed animals or pillows with no visible dirt may be sanitized by placing in hot running dryer for 30 minutes. These should not be placed in the washing machines as they will damage the machines.

- Bathroom sinks, counters, diapering area, diaper buckets, and bathroom handles are sanitized at least daily.
- Toilet seats, edges and floors are sanitized whenever contaminated by urine or bowel movement.
- Cots and cribs are sanitized at least weekly, before use by a different child, after a child has been ill and as needed.
- Bedding (sheets and blankets) are washed weekly or more frequently as needed. Blankets and loveys from home are sent home weekly to be washed or washed at the center with parent permission.
- Children's personal use items including sheets, blankets and loveys are stored separately from those used by other children.
- Parents provide pacifiers for children who use them. Pacifiers are washed and sanitized between uses, or if used only at naptime, sent home to be cleaned. To sanitize, pacifiers are washed with soap and water, then sprayed with SE66 and let sit for 3-5 minutes. Rinse with clear water. Pacifiers are labeled and stored individually, and are used only for one child.
- Water tables are emptied and sanitized daily. Wash children's hands before and after use and monitor closely. Dry sensory table is cleaned between uses.
- Regular cleaning and sanitation increases if there is an outbreak of a contagious infection or disease in the classroom.
- A hand washing sink with warm running water may be used to clean a child's body if necessary. Sink must be sanitized after this use.
- Staff are asked to refrain from wearing perfumes and perfumed products (lotions, colognes, and hair products).

ADDENDUM 1 - Infant/Toddler Policy and Procedures

Keep in mind that the permanent staff are responsible for the ongoing supervision of the children, so please keep them fully informed if you notice anything out of the ordinary about one of the children. Changes in children's eating patterns, appearance, or behavior may signal the beginning of an illness or an occasion where they need the support of familiar staff, so these are of utmost importance to report to permanent staff as soon as possible.

Diaper Changing and Disposal

Diapering children is an intimate activity and staff should respect the child by involving him/her in the process. This one on one time is a great opportunity for relationship building and language development. Refrain from negative comments about the child's body or bodily functions. Diaper changes are also a critical activity to consider sanitation and child's health. The following recommendations follow national standards in diaper changing and disposal.

- Plan ahead with the diaper area set up for changing with supplies within reach. Wash your hands and put on gloves before beginning a diaper change.
- If the exterior of the garment is soiled, hold child away from your body when picking up child for changing, to avoid soiling your clothes.
- Place the child on the changing surface, removing clothes if necessary and place soiled cloth diaper and/or clothes, without rinsing, in a plastic bag, or other plastic sealed container provided by parent to be sent home at the end of the day. Seal plastic bag with a knot.
- Clean the child's bottom thoroughly from front to back with wet wipes, being careful to clean all creases and folds.
- Discard soiled supplies and gloves. Place BM diapers and wipes in a plastic bag in designated bucket to contain smell.
- If child has developed a diaper rash, please consult with classroom staff. Treatment with diaper cream requires signed parental permission. Child's diaper cream is provided by parent and must be labeled with child's name.
- Place clean diaper and clothes on child.
- Wash the child's hands with soap and water and return child to activity area.
- Clean and disinfect the changing table. Put bagged dirty clothes in child's cubby or designated room location.
- Wash your hands with soap and running water in hand washing sink.

Cloth Diaper Information

Diaper changes are frequently necessary more often for children in cloth diapers—check with lead teacher.

Each child with cloth diapers has his own labeled bucket for used diapers.

There are a variety of diaper systems, ask the classroom lead teacher to show you if you are unfamiliar with the type being used.

Cloth diapers are always covered with a wrap. Sometimes the diaper is contained in the wrap. This keeps the children's clothes dry and clean.

Parents may bring diaper systems already put together, ready to use. If not, typically the diaper is folded in thirds and placed on top of wrap. Tuck edges into wrap all the way so that moisture doesn't leak onto clothing.

Used diaper storage:

Wet cloth diaper goes in child's labeled bucket. You may reuse the wrap if the cover is dry. If not, place wrap in bucket as well.

Put BM diaper and wrap in plastic bag. Place plastic bag in child's bucket. If BM is encased in rice paper sheet, this may be bagged and discarded in BM trash bucket. Discard gloves and wipes in separate bag in BM trash bucket.

Rarely, we have a child who needs bathing (due to a BM incident or for other reasons) during their time at the center. There is a written bathing procedure that must be followed. Please alert your supervising teacher if a child needs bathing.

Pacifiers

Parents provide pacifiers for children who use them. Pacifiers are washed and sanitized between uses, or if used only at naptime, sent home to be cleaned. To sanitize, pacifiers are washed with hand soap and water, then sprayed with SE66 and let sit for 3-5 minutes. Rinse with clear water. Pacifiers are labeled and stored individually, and are used only for one child.

Feeding Routines for Infants and Toddlers

Infants and toddlers are just entering into their lifelong relationship with food. Staff can help children establish healthy attitudes about food during this period. Being aware of and responsive to children's cues in feeding is important. Refrain from negative comments about the smell or appearance of food. Proper storage and preparation is imperative in maintaining food safety as well.

- Children are fed as they show signs of hunger. Feeding schedules are individualized as needed.
- Serve commercially prepared infant food from a bowl or cup, not directly from container unless entire amount will be used in one feeding.
- Introduction of solid foods begin at 4-6 months in consultation with family.
- Parents provide food from home in labeled containers for children.
- Baby food jars are labeled with name and date opened.
- Infant cereals are prepared according to parent instructions.
- Food is replaced in refrigerator (infants) or lunchboxes if not heated or contaminated. Food eaten is charted on day charts (infants).
- After six months, children are encouraged to self-feed, depending on their skills in this area.
- Food will be cut into small irregular pieces for finger feeding by children. Utensils will be offered to children who can use them.
- Milk is offered to children over 12 months (after introduction by parent) at lunchtime. Whole milk is given to children between 12 and 24 months. When classroom group is over 24 months, reduced fat milk is offered.

Serving Formula, Storage and Handling of Bottles

Bottle feeding is a time for forming a connection with young babies. Eye contact, comfort and nourishment are all important aspects of bottle feeding. Proper handling of formula, breast milk and bottles is necessary to ensure health and safety.

Bottle Preparation:

- Before handling or preparing bottles, wash your hands.
- Preparation surfaces are cleaned and sanitized before preparing formula or breast milk.
- Never heat breast milk or formula in the microwave as uneven hot spots may occur and it destroys the antibodies present in breast milk.
- Never heat breast milk or formula in bottle liner bags. Pour milk into bottle to heat.
- Heat bottle in crock-pot containing water held at temperature below boiling for 2 minutes at a time. If warming breast milk, heat in water no hotter than 120 degrees. Use warm water from tap in a container if water in crock-pot is too warm. Test the formula or breast milk for temperature before feeding by testing on wrist for body temperature.
- Never leave bottles in a crock-pot or warm water until another feeding period, because bacteria can grow.
- Crock-pot is cleaned and sanitized daily. It remains inaccessible to children at all times.

Bottle Labeling and Cleaning:

- Parents provide clean bottles labeled with child's name and date, nipples and lids, stored in the front of child's labeled bottle basket.
- Check label on bottle. Be sure it includes child's name and date prepared. Recheck label for child's name before feeding.
- Used bottles should be rinsed and placed in the back section of bottle basket to be returned to the parents at the end of the day.
- At home, bottles, caps and nipples should be washed in a dishwasher or washed, rinsed and boiled for one minute. Items washed at center are placed in commercial sanitizer.

Refrigeration:

- Full bottles are refrigerated immediately upon arrival at the center or after mixing unless being fed to infant immediately. Discard the remaining milk in bottle if:
 - Has been left unrefrigerated for more than 1 hour
 - Feeding time for a bottle exceeds 1 hour
 - Breast milk has been warmed and offered to infant twice (label "warmed once" after first feeding if it is not consumed)
 - Formula or cow's milk has been used for one feeding
- Bottles are stored in the coldest part of the refrigerator avoiding storage in the door of refrigerator.
- Refrigerators are cleaned and sanitized at least weekly.

Feeding Practice:

- Infants are fed on demand, when they exhibit hunger cues (searching for bottle/breast, sucking on hands, bringing hands to mouth, turning to care provider for food, etc.).
- Feeding an infant ends when the baby signals fullness (falling asleep or pushing bottle out of mouth, decreased sucking, relaxing or pushing away from care giver.)
- While eating, infants are held by a care provider who looks, talks to, and touches the infant in a nurturing way.
- Nipple covers are used on all bottles. A clean plastic sandwich bag can be used.
- Contents of bottle should be discarded after 1 hour of removing from the refrigerator to prevent bacterial growth in the milk.
- Infants are held when fed until they are able to hold their own bottle and/or drink from a cup. Bottles are never propped. Infants able to hold their own bottle are held or seated while feeding; infants are not allowed to walk around with food, bottles or cups.

Formula:

- Parents provide clean bottles daily (see Bottle Labeling and Cleaning section).
- Powdered formula should be dated when opened, stored in child's basket and used before the expiration date. Providers should use the scoop that comes with the can and not interchange the scoop from one product to another.
- When ready to feed containers are opened, label with date and time. Open containers of ready to feed or concentrated formula must be covered, refrigerated, and discarded after 48 hours if not used.
- Formula prepared in advance must also have a date and time on it and must be stored in the refrigerator. It must be consumed within 24 hours of preparation time or discarded.
- If formula mixing is required, it is important to follow the directions on the formula container.
- Use cold water from the food preparation sink for mixing formula. If the water from the faucet has not been used for 6 hours or more, run the water for 2- 4 minutes. This assists in flushing any contaminants from the water line and faucet.
- Fill bottle with to the desired amount (4 oz. cold water=4 oz. formula). Using level scoops of unpacked formula, add proper amount of powder into bottle of water. (Most formula is 1 scoop for every 2 oz. of water.)
- Place nipple and ring on bottle and shake to mix formula, checking to see that formula is not clumping on the bottom.
- Remove nipple cover and place bottle in crock-pot, making sure that bottle does not tip over and the nipple doesn't come in contact with the water in the crock-pot.

Breast Milk:

- Parents provide clean bottles daily (see Bottle Labeling and Cleaning section).
- Special handling of breast milk is required to eliminate nutritional breakdown of milk. Bottles of breast milk should be heated in warm water that is no greater than 120 degrees F. Water temperature in crock pot can be adjusted by adding cool water if needed or hot tap water may be used. Water temperature is tested with a thermometer. Bottles should be checked by testing on wrist for body temperature before feeding to infant.

- Breast milk may be stored in a self-contained freezer unit for up to 3 months or in a freezer compartment inside the refrigerator for 2 weeks. The milk must be labeled with the child's name, date and time milk was expressed, and sealed in a plastic bag or container.
- Breast milk should be thawed using cool running water or thawed in refrigerator. Thawed breast milk should be used within 24 hours and not refrozen.
- If breast milk is freshly pumped, it must be refrigerated immediately and used within 7 days or put in freezer for later use.
- Always swirl to mix breast milk, never shake!
- If formula and breast milk are mixed by parent's direction, formula is prepared according to package directions before mixing with breast milk and the mixture is discarded after one feeding.

*Information about formula and breast milk preparation/storage is from the Child Care Food Handler Manual, Le Leche League, and Breastfeeding, A Guide for the Medical Profession by Ruth Lawrence, MD (p. 438)—reuse of breast milk.

Infant Safe Sleep Policy

- All childcare staff scheduled in the Dreamer room will be given training on how to implement our infant safe sleep policy annually.
- Sleeping infants will be supervised by sight and sound at all times. Infants will be monitored for normal skin color, normal breathing, level of sleep and signs of overheating: sweating, damp hair, flushed cheeks, heat rash, and rapid breathing.
- All Dreamers are placed on their backs to sleep unless there is a physician's order stipulating an alternate sleep position. Program staff would be trained in alternate position and physician's order would be posted on infant's crib.
- Once babies are able to roll over easily, they are placed in crib on back, and allowed to adopt the sleep position they prefer.
- No loose blankets will be left in any crib. A light blanket may be used tucked tightly at bottom of crib and only to chest level of child.
- Bumper pads, soft bedding, wedges, toys, pillows and positioners will not be used in cribs.
- If a pacifier is used for sleeping, it will be left out while child is sleeping if it drops out.

Swaddling

Swaddling may be used for infants who are not yet rolling if it is the accustomed method of home comfort. This technique will be used:

1. To swaddle, spread the blanket out flat, with one corner folded down.
2. Lay the baby face-up on the blanket, with her head above the folded corner.
3. Straighten her left arm, and wrap the left corner of the blanket over her body and tuck it between her right arm and the right side of her body.
4. Then tuck the right arm down, and fold the right corner of the blanket over her body and under her left side.

5. Fold or twist the bottom of the blanket loosely and tuck it under one side of the baby.
6. Make sure her hips can move and that the blanket is not too tight (able to get at least two or three fingers between the baby's chest and the swaddle)

Sleeping infants who are swaddled will be monitored to be sure they do not roll over or loosen swaddling. Swaddling will be removed if signs of overheating are observed.

ADDENDUM 2 --Position Descriptions and Promotions

If you are interested in seeking a promotion, follow these steps:

1. Discuss readiness for position with your homeroom teacher. They will do an evaluation and give you feedback, recommending you for promotion if they feel you are ready for additional responsibilities. They will give you a form to recommend you for first aid and CPR training if needed. Take this form to the front desk.
2. Pick up an application at the front desk and complete all steps. This application will include the position description as well as the qualifying criteria.
3. If seeking student teacher position, submit transcript or gather documentation of hours to qualify you for the position.
4. Complete pediatric first aid and CPR training as recommended (typically this is arranged through the center to reduce costs).
5. Meet with assistant director to review the expectations of the position, get training in new responsibilities and answer any questions.

Promotions typically happen at the change in pay period (the 11th of the month), so be proactive about getting materials in and completing steps with that timeline in mind.

Student Aide Position Description

This position is responsible for assisting the lead and assistant teachers in implementing a developmental child-care program for children assigned to the classroom, ranging in ages from eight weeks through 11 years of age. Under the direct supervision of the lead and assistant teachers, the student aide interacts with children and contributes to maintaining the safety of the organization of the program and environment.

Description of Duties

- Interacts with children in a variety of situations, including: providing meaningful caregiving routines and one-on-one nurturing and support for individual children; and facilitating and guiding both small and large group activities and child-directed play.
- Assists in the general maintenance, cleaning and on-going organization of the program and environment.
- Attends and participates in staff meetings and trainings.

Minimum Qualifications

- Be at least 15 years of age.
- Be enrolled in an accredited educational institution, either secondary school or college.
- Be registered in the Oregon Child Care Division's Central Background Registry (prior to working).
- Have a current Food Handler's permit within thirty days of employment.

Student Assistant Position Description

This position is an internal promotion from the center's student aide status, responsible for assisting the classroom teachers in implementing a developmental early childhood education and care program for children assigned to the classroom. Under the guidance and supervision of the teachers, the student assistant interacts with children and contributes to maintaining the safety and organization of the program. Student assistants may be independently responsible for a child for brief, necessary events such as providing minor medical attention, and may independently supervise a group of children who are napping or being transported by the center.

Description of Duties

- Interacts with children in a variety of situations, including: providing meaningful caregiving routines and one-on-one nurturing and support for individual children; and facilitating and guiding both small and large group activities and child-directed play.
- Assists in the general maintenance, cleaning and on-going organization and safety of the program and environment.
- Attends and participates in staff meetings and trainings as requested.
- With the approval of the teacher, independently supervises napping children and individual children for brief, necessary events.

Minimum Qualifications

- Be at least eighteen years of age and enrolled in an accredited educational institution, secondary school or college.
- Have current certification in infant/child first aid and CPR training (or obtain prior to working).
- Be registered in the Oregon Child Care Division's Central Background Registry.
- Have a current Food Handler's permit.
- Have been employed as a VOCDC student aide for at least six months for an assignment in the infant, toddler, preschool, and prekindergarten programs, and four months assignment in the school-age program.
- Have received a current VOCDC teacher evaluation resulting in a promotional recommendation.

Application and Selection Process

- Student submits a completed application to the center director with a copy of current center teacher evaluation and recommendation.
- Director will review application, teacher evaluation, schedule availability and interview candidate.
- Director will determine employment status based on application materials and needs of program, and meet with candidate to inform decision.
- To maintain Student Assistant status beyond current academic term, successful candidates must continue to meet all eligibility and scheduling requirements.
- Interested applicants may re-apply the following term if refused position.

Student Teacher Position Description

The position is responsible for assisting the classroom teachers in implementing a developmental early childhood education and care program for children assigned to the classroom. Under the guidance of the classroom teachers, the student teacher interacts with children and parents, contributes to maintaining the safety and organization of the program, and in the absence of the classroom teachers may serve as the teacher in-charge, responsible for managing the classroom program, including supervision of student aides and student assistants.

Scheduling of student teachers will be based on the staffing needs of the classroom, with priority generally given to those who can work opening and closing hours and during naptimes.

Description of Duties

- Interacts with children in a variety of situations, including: providing meaningful care giving routines and one-on-one nurturing and support for individual children; and facilitating and guiding both small and large group activities and child directed play.
- Assists in the general maintenance, cleaning and on-going organization and safety of the program and environment.
- In the absence of the classroom teachers, provides daily supervision to student aides and assistants, communicating objectives, limits, and routines.
- Attends and participates in staff meetings and trainings as required.
- In the absence of classroom teachers, provides daily communication with parents.
- Substitute, on an as-needed basis, for a classroom teacher.

Minimum Qualifications

- Be at least eighteen years of age and enrolled in an accredited educational institution, secondary, or college.
- Have current certification in infant/child first aid and CPR training, (or obtain prior to working in the position).
- Be registered in the Oregon Child Care Division's Central Background Registry (prior to working).
- Have a current Food Handler's permit (or obtain one within thirty days of employment).
- Have completed 30 quarter credits or 20 semester credits in early childhood education (ECE) or related area from an institution of higher education or;
- Have 1500 hours of teaching experience in a certified child care center or comparable group child care program where the experience matches the age group of application or;
- Have completed 15 quarter or 10 semesters of ECE-related credits and have 6 months of relevant teaching experience.

Student Teacher 2

This position is by teacher recommendation only and is for student teachers who have been in their positions for at least a year.