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Mission

The mission of the Vivian Olum Child Development Center (VOCDC) is twofold: to provide comprehensive high quality programs of early childhood and school-age education 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 offering a safe and nurturing environment for children and families.

History

The VOCDC, 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 who provided a large share of the funding for building phase one. The center is named in memory of Dr. Vivian Olum, UO Associate Professor of Counseling Psychology, who died in 1986, and whose professional activities and research focused on helping children and families. 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 VOCDC 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 and Family Services, 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.

Educational Philosophy

The educational philosophy of the VOCDC is guided by the standards of the National Association for the Education of Young Children (NAEYC). Play-based curriculum, emergent curriculum, constructivism, and developmentally appropriate practice are all terms that describe our program.

Constructivism

Constructivist theory states that children are active learners who need to make meaning of their experiences. The curriculum fosters children’s understanding of the “big ideas” of the world: how things work, how things change, and how things and people behave in relationship to one another. This focus builds a foundation for understanding mathematical concepts and a scientific model for understanding the
environment. Within this framework, children learn many skills, from how to use scissors to how to ask a friend or teacher for help.

**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 and environments that are “print rich” are all literacy events in our early childhood programs.

**Emergent Curriculum**

In addition, the curriculum is guided by the children who are in each group. The activities and projects are driven by a combination of children’s and teacher’s interests. The essence of the experience that we wish children to have is that learning is meaningful and relevant to their lives.

**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 insure 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. We want to enrich the lives of children with respectful acceptance and appreciation of differences and similarities. To this end, we choose to not make holidays a focus of our children’s activities, but to 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. We limit our discussion of holidays to non-religious topics.

**Guidance and Discipline Policy**

The basis of the guidance and discipline policy at the center is to encourage positive behavior and to facilitate empathic social learning. Since children generally desire positive attention from the adults around them, negative behavior is greatly diminished when those adults provide a supportive, nurturing environment.
The staff provides a safe, hazard free setting with careful supervision. The center’s daily scheduling, curriculum plans, room arrangements and staffing patterns are designed to promote positive and enjoyable learning experiences, including respectful and trusting relationships between adults and children. Consistency and an understanding of the daily routine along with positive behavior support strategies, redirecting children and setting clear limits are the basis for facilitating self-control in children.

All children are encouraged to “use words” to express what they want, what they need, and how they feel. When age-appropriate, it is the staff’s role to facilitate verbal problem solving among children in conflict. Appropriate and positive behaviors are continually reinforced. 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 as to a more positive way to express her/himself.

In situations when a child is having difficulty changing his/her behavior, and the above techniques have been unsuccessful, the staff will remove him/her from the situation to calm down. This is usually a space away from the activity, and it is for a brief period of time. The teacher stays with the child and explains to the child why she/he needs to calm down and what he/she needs to do in the future.

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. This is a situation that occurs infrequently.

The VOCDC 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.

**Personnel**

The center is professionally staffed by lead teachers and teacher assistants who are University of Oregon employees. Hiring procedures follow UO guidelines and follow affirmative action practices.

The teaching staff is complemented by university students as temporary student employees who work for pay or credit as part of their university education. The professional teaching staff and university students work as a team. The addition of university students’ participation in the programs adds to the dynamic and stimulating environments provided within the center.
**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 fifteen 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.

**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
Each student should check with their lead teacher regarding the expectations for checking in and out each day. Whether for attendance or timekeeping, this is an important aspect of record keeping in the programs. Please record the actual time you are coming and going.

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.

Request for Time Off
Required Process:
1. Student picks up request form from front office.
2. In order to obtain approval for time off, students must first actively recruit another student staff to substitute for them.
3. If a sub has been successfully scheduled, student may submit request to their lead teacher two days prior to requested time off.
4. Lead teacher will return request to student’s personal folder, noting it as approved or denied.
5. If no sub has been scheduled, request must be submitted at least one week prior to requested time off

Student Illness Procedure
As soon as you know that you are unable to work, and no later than one hour prior to your shift, you must do all of the following:
1. First call other students who also work in the classroom and ask them if they can work for you. We will distribute student contact lists at the beginning of the term.
2. Call the front desk phone number, 346-OLUM (346-6586) and give this information:
   • Your first and last name
   • Date, day and times you will be out
   • The person who will be working for you
   • When you will return
   • Reason you are unable to work
3. If you have called the other student staff, and you are unable to find a student to work for you, let the front desk know all of the information listed in #2 above, except who is able to work for you. Explain that you have called other student staff, and no one is available to work for you.
4. If your shift begins early in the morning, make sure you leave a message on the front desk phone with relevant information listed in #2.
If we receive two “no-shows” or “no calls”, 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 Break Schedule**

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<th>TIME WORKED</th>
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<tr>
<td>0 to 2 hours..................</td>
<td>No break</td>
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<tr>
<td>2+ hrs up to 6 hrs..........</td>
<td>1 – 10 minute paid break</td>
</tr>
<tr>
<td>At 6 hrs.......................</td>
<td>1 – 10 minute paid break</td>
</tr>
<tr>
<td></td>
<td>1 – unpaid 30 minute meal break</td>
</tr>
<tr>
<td>6+ hrs to 8 hrs..............</td>
<td>2 – 10 minute paid breaks</td>
</tr>
<tr>
<td></td>
<td>1 – unpaid 30 minute meal break</td>
</tr>
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All staff are welcome to take their breaks in the center's kitchen.

Students are welcome to use the designated student kiosk computer located in the kitchen. Please note that this “kiosk” computer does not have printing capability.

**Meetings**
Meetings are mandatory, and you will be paid.

**Bulletin Board**
You will find a student bulletin board in the center kitchen. Students are expected to read and note the posted information. It is also a good communication system for all students when you need to find a substitute, need a ride out of town, etc.

**Emergency Procedures**

**Resource Phone Numbers for Emergencies**
- Non-emergency security issues: Department of Public Safety (UODPS) (541) 346-5444 or after hours emergencies call UODPS dispatch (541) 346-2319
- When there are animal issues on the playground or around the building call Facilities Services (541) 346-2319 or after hours emergencies call UODPS dispatch (541) 346-2929
- Plumbing emergencies call Facilities Services (541) 346-2319 or after hours emergencies call UODPS dispatch (5410 346-2929
• Staff or child injury requiring emergency services call 911
  o For staff injury: complete Worker Comp form in hanging file car under staff mail boxes. Follow instruction on form and fax to Environmental Health and Safety (541) 346-7008
  o For child injury: complete accident form and follow up later with business manager and parent regarding insurance forms

Emergency Evacuation Plan

Fire
Each classroom has an established evacuation plan for fire alarms and other potential emergencies. Staff must be familiar with the evacuation procedures in case of fire. The evacuation route must be posted in the classroom showing primary and secondary exits and place to meet in the event of a fire. When the teachers lead the class from the building, they need to take the sign in book and a cell phone. Fire drills are to be practiced and documented monthly.

Procedure
• Walk to the nearest exit, closing doors between you and the fire. DO NOT STOP FOR SHOES, COATS, OR BLANKETS. Keep calm and get the children out in an orderly way.
• Take sign in/out book.
• Check all possible hiding areas and bathrooms, count children and cross reference sign-in book to insure all children are present.
• Staff walk children to prearranged designated assembly point (Knight Law School patio) – close door behind you. The assembly point should be out of the way of incoming fire equipment, away from traffic, and far enough away from the building to avoid hazards such as falling glass.

For Infants: Place infants in wheeled cribs that are marked with a red ribbon. Wheel infants out the nearest exit and proceed to the pre-planned meeting location.

• Check on children with special needs during an evacuation. It may be necessary to clear the exit route of debris (if possible) so that the person with a disability can move out to a safer area.
• Once the alarm is activated and the building is clear, the director will contact UODPS at (541) 346-5444. Olum is in EMA (Emergency Management Area) Zone 8.
• When gathered, the lead teacher takes roll and accounts for all classroom personnel – children, staff, and student staff. The director will verify that all
building occupants are accounted for and “advise the fire department whether all occupants are accounted for or if some are still in the building.”

- The lead teacher will notify families in case of an actual fire. A current listing of parents names and telephone numbers will be kept in the sign in/out book.

**Natural Disaster**

In the event of a significant natural disaster (an earthquake or severe weather events) it may be necessary to evacuate to a location some distance from the center’s facilities. Other causes, such as an environmental hazard, might also require such an evacuation. In such circumstances the children will be evacuated to the Hayward Field Track Stadium and nearby open fields. We will maintain cell phone contact if possible. In addition to updating phone messages and attempting to contact parents, we will inform the UODPS of our whereabouts.

**Lock Down**

**Definition**

A lock down occurs when there is a severe natural disaster, storm, toxic spill, threatening person(s) or situation on or near the premises, etc. A lock down can be self-imposed by administrative center staff or could be imposed by the UODPS.

**Procedure**

- Center administration will notify administrative staff, lead/assistant teaching staff in all classrooms of a lock down situation.
- Administrative staff will call appropriate emergency services.
- Administrative staff will lock all exterior doors and windows in common areas and cover them with fabric shades.
- All of the teaching staff will announce to children that there is a lock down situation:
  a. and will quickly congregate indoors if outside
  b. in their rooms, in a secure place as far away from all of the windows and doors as possible.
  c. with children seated below window level, toward middle of the room
- In classrooms: All curtains and/or shades are drawn, windows and exterior doors locked.
- Teachers will secure their classroom attendance records:
  a. Notebooks containing daily enrollment records and emergency records for all children in their room
  b. Sign in sheets for staff
  c. Insure all staff and children are present and notify director of anyone not accounted for.
• Group activities in classrooms will continue as specified with stories, games, manipulatives, etc keeping children engaged and calm until center administration or campus department of public safety gives additional directives.

When handling an emergency:
  o Call appropriate support from Resource Phone List
  o Notify center director (call home or cell phone) leave message if not available
    ▪ Carol Snead’s Cell: (541) 510-5769
  o Notify director of Work-Life Resources (leave message if not available)
    or call associate vice president of Human Resources
    ▪ Karen Logvin: (541) 346-2962 cell: (541) 968-9393
    ▪ Linda King: (541) 346-2966

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.

Finally, please note that many infants, children and some adults who work at the center are allergic to perfumes, colognes and fragrances in many products such as lotions, hair spray, and fabric softener. Please avoid applying any fragrances to your body or clothing prior to work.

Visitors to the Center

Visitors are welcome at the VOCDC. However 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.

**Guidelines for Use of the Commons**

The Commons is a space used by everyone at the center. Here are some guidelines that we can keep in mind while coming and going from this space:

**Communication**
1. Be aware of children following you as you pass though the Commons. Be sure to close doors behind you as you come and go.
2. To maintain ratios and track children, teachers should communicate with each other when children request to visit another group.
3. If you visit another room with some children and leave the Commons, please talk to both lead teachers. They want to know where you and the children are!
4. Never leave any children in the Commons for just a minute while you go into the classroom for something. Ask someone else to supervise them or take them with you.
5. Groups of children may not use the Commons after 4:30 for safety reasons.
6. Be aware of who is coming and going through the Commons. Check with your supervisor if you have any concerns.

**Supervise Children Carefully**
1. The Commons is organized into activity zones. It is your responsibility to keep all your children in the same zone.
2. 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.
3. 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.
4. 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.

Thank you for your help in making this community space work for us and the children!

Food Policies

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.

Use of Staff Kitchen
General cleaning of cooking utensils and countertops, etc. used must be conscientiously practiced. All cleaning of cooking utensils used by you or persons in your classroom are your responsibility to clean. Because the kitchen is shared space and used daily, diligence is necessary in this area. No dirty dishes are to be left unattended, or food left out overnight.

General cleaning of cooking utensils and countertops must be conscientiously practiced. All utensils used by you are your responsibility to clean. Because the kitchen is shared space and used daily, diligence is necessary in this area. No dirty dishes are to be left unattended, or food left out overnight.
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.
- 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)
- 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.
- Moistened hands with water and apply heavy lather of liquid 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 Children**

- 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

• Janitorial staff cleans floors and toilets and vacuum carpets daily. VOCDC 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.
• 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 weekly, before use by a different child, after a child has been ill and as needed. Cots used without sheets are sanitized daily after use.
• 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 in cubbies, tubs or plastic bags.
• 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. Parents are given the option to ask for only a soap and water wash for cleaning pacifiers, but must sign a “request for alternative cleaning” form. In these cases, wash with soap and water under warm running water for 20 seconds (as in hand washing). 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) while working in our infant and toddler rooms.

**Student Staff Responsibilities**

These are the skills we will be expecting you to gain as you work in the center. Use this list of responsibilities as a guideline to evaluate your own skills.

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

**Teamwork**
- Self-motivated
- Prioritizes needs-cleaning and kid time
- Is flexible
- Knows center routines

**Dependability**
- Arrives on time
- Works shift
- Calls for substitutes

**Training**
- Attends meetings
- 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

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 staff member.
• If you are the staff person nearest by when a parent picks up their child, you **must** a.) Recognize the parent and extend a friendly greeting; **OR** b.) Introduce yourself and then ask the parent for photo ID; **OR** c.) Be certain that a core staff member is interacting with the person picking up the child. You may not release any child to anyone other than a custodial parent or person with written permission (and photo ID) to take the child. If a core staff person is not in the immediate area, it is your responsibility to assure that only an authorized person leaves the classroom with a child. You may call the office (6-6586) for backup assistance in any situation.
• You should avoid standing together or sitting and talking with other staff while you are supposed to be supervising and interacting with children.
• Only use your cell phone during your break times.
• Maintain confidentiality.
• Conduct yourself in a professional manner.
• For safety purposes, please do not bring any hot beverages into the classroom.
• Students should always be working in tandem with another person.
• Student staff may not take children off the premises – only teachers.

**Standards of Conduct**

Groups of people working together require certain guidelines pertaining to their conduct and relationships. We strive to be nurturing, caring individuals and this often makes it difficult for us to say things directly to our fellow workers which need to be said! Accordingly, 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 staff will assume responsibility for following:

**Work time**
Work time is for working. You are not permitted to leave your work area during work time without permission from your supervisor. Work time does not include recognized breaks.

**Work performance**
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.
Absenteeism
You have been provided with a work shift that meets your needs as a student and therefore are expected to work your scheduled shift every week. The front desk has a substitute list for emergencies or special occasions, and if you must be absent, use the “Request for Time Off” form and follow all the instructions. Please note: If you do not come into work or do not have an excused absence, it will be considered an unexcused absence.

Attitude
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.

Appearance
Employees are expected to maintain an appearance that reflects positively on the center and is appropriate for working with young children. Employees are also expected to adhere to acceptable personal hygiene habits.

Self-Regulation
Our most effective tool for helping children behave appropriately is our role modeling. We do not use sarcasm, warnings or intimidation as a means to gain compliance or compare a child’s behavior to that of another.

Confidentiality
Information regarding children and their families is confidential and may not be discussed with anyone outside of the center. Such information is discussed only when it will benefit the care we offer the children, and these discussions take place only during meetings with your supervisor. All information contained in a child’s file or portfolio is confidential and may not be copied or shared without prior written permission from the parent.

Code of Ethics
We adhere to the NAEYC Code of Ethical Conduct. All employees are expected to follow this code when making workplace decisions of an ethical or moral nature. Lead Teachers will share and discuss implementing the code during your staff meetings.

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 unless you have prior written permission from your supervisor to receive an emergency call.

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.
• 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
- 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 the castle and under the slide, 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. Classified staff has training annually regarding the treatment and handling of blood related incidents. Bloodborne pathogens, particularly Hepatitis B and HIV, pose a risk to those who work in a setting with children. 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 have a problem that is ongoing, please see the center director. You may also contact the director through email or a telephone call. Talking about teachers, center policy or children to other students will not solve the problem and only adds to bad feelings. Learning to deal with conflicts responsibly is another important aspect of being part of a work group.
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<td><strong>Web Site</strong></td>
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<tr>
<td><strong>Main Desk</strong></td>
<td>(541) 346-6586</td>
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<td><strong>Work-Life Resource Director</strong></td>
<td>(541) 346-2962</td>
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<td><strong>Director</strong></td>
<td>(541) 346-6585</td>
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<td><strong>Infant/Toddler Supervisor</strong></td>
<td>(541) 346-6595</td>
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<td><strong>Business Manager</strong></td>
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<tr>
<td><strong>Dreamers Classroom</strong></td>
<td>(541) 346-6583 cell – (541) 915-7875</td>
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<td>(541) 346-6597 cell – (541) 225-6582</td>
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<td>(541) 346-6581 cell – (541) 915-3957</td>
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<td>(541) 346-6598 cell – (541) 915-2114</td>
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<td><strong>Annex Kitchen Work Station</strong></td>
<td>(541) 346-6547</td>
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<td><strong>Olum Center Van #1</strong></td>
<td>(541) 915-7601</td>
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<tr>
<td><strong>Olum Center Van #2</strong></td>
<td>(541) 514-5939</td>
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ADDENDUM
INFANT/TODDLER POLICIES AND PROCEDURES

Infant/Toddler Policy and Procedures

Please read and be familiar with these policies and procedures as you work in your classroom. Reminders are posted in work areas in the classrooms, but never hesitate to ask if you don’t remember what is expected. 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

The activity associated with diaper change and proper disposal are considered high risk areas in a child care setting. By establishing safe practices, the risk of spreading disease is minimized as well and the child’s safety and comfort are insured. 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 before beginning a diaper change. If gloves are worn during changing diapers, put them on after washing hands. Always use gloves when changing B.M. diapers.
- 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 if using disposable gloves, remove and discard at this time. 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.

**Feeding Routines for Infants and Toddlers**

Health and safety issues are of utmost importance in feeding infants and toddlers. 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. If is important to acknowledge that feeding practices vary from culture to culture and must be respected.

- 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.
- Children may not walk around with food, bottles or cups.
- 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.
- Known food allergies are posted in food prep area of classrooms.
- Baby food jars are labeled with name and date opened.
- Wash hands before and after preparing and serving food.
- Tables used for eating and food preparation are sanitized before and after each meal or snack.
- Infant cereals are prepared according to parent instructions.
Food may be heated in small amounts in glass or ceramic dish for 5-8 seconds at a time. For infants, stir and test temperature with clean gloved hand to slightly warm, not hot. For children who are feeding themselves, temperature may be tested by feeling bottom of glass container or holding hand over. 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 toddlers, warm food only if parents request. Warmed food is discarded after serving.

Cold food is served in small portions to children. Builder (infant) food is replaced in lunches if not heated or contaminated. Food eaten is charted on day charts. For older children, food is replaced in lunchboxes after use when feasible (as if child could be eating out of lunchbox). 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.

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.

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.

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.

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.

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.

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. Do not contaminate spread containers with crumbs or other substances. Food served at the snack table is thrown out after serving.

**Serving Formula, Storage and Handling of Bottles**

Safe handling of formula, breast milk and bottles is necessary to ensure the health and safety of infants in child care.

**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.
- All table surfaces are sanitized before meals and after meals. Table ware is washed and sanitized using commercial sanitizer.

**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 that 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 (separate from refrigerator with it’s own outside door) 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.*