

# NAEYC Accreditation Of Early Learning Programs

Program Portfolio Template

VERSION 2022

**naeyc**<sup>®</sup> National Association for the  
Education of Young Children

# Acknowledgements

NAEYC Early Learning Program Accreditation thanks the following programs for the generous use of their evidence sets which has allowed the creation of this resource.

## **Children's Village, Philadelphia PA**

NAEYC ELP Accreditation Program: 134091

## **St. Clement's School, Honolulu HI**

NAEYC ELP Accreditation Program: 275967

## **St. Laurence Weekday Children's Program, Sugarland TX**

NAEYC ELP Accreditation Program: 528955



## Employee Manual - Principles and Practices of Interactions and Supervision, Page 1

Our guidance/ discipline policy states that staff may never use physical punishment, psychological abuse, or coercion when disciplining a child. The policy also includes examples of prohibited staff practices. It can be found on p. 1 of the *Principles and Practices of Interactions* section of [REDACTED] employee manual. It is reviewed with staff at the start of their employment.

### Principles and Practices of Interactions and Supervision

#### *Interacting with Children: Providing Guidance and Discipline*

All members of the [REDACTED] staff are responsible for supervising and interacting with children and helping them:

- Be safe and feel safe ("feeling safe" means that children must not feel threatened by actions or words of others),
- Feel good about themselves,
- Develop trust in and respect for adults and other children and enjoy being part of the classroom and the total [REDACTED] community, and
- Progress toward independence and increased skill competence at an appropriate pace.

This means that, when disciplining a child, **staff members will never:**

- Use physical punishment
- Use psychological abuse.
- Use of force or threatening harm
- Use coercion

Examples of these inappropriate types of discipline include:

- Be sarcastic with, curse at, ridicule or shame a child,
- Speak to a child in a harsh or negative manner,
- Isolate a child without an adult present,
- Ostracize or withhold affection from a child
- Seclusion
- Use physical force or rough handling (shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, pulling arms, hair or ears, and/or forcing a child to sit/ stay down- except when restraint is necessary to protect the child or others from harm) to control a child's behavior,
- Force children to eat or withhold food,
- Punish or shame a child for accidents,
- Criticize a parent in front of a child,
- Criticize a child to a parent,
- Threaten a child with a parent's action, or
- Imply in any way to a child that a parent has poor judgment or is inadequate, which includes remarks made to other staff members regarding parents.

██████████ Staff Manual, Forms and Supplemental Materials, New Staff Orientation - Education, Infant, Toddler, and Preschool, p. 3



*A National Model of Excellence in Toddler, Preschool, and School-Age Care and Education*

Our guidance/discipline policy is communicated to all staff upon hire. The policy is located on p. 1 in the employee manual. Staff members sign off that they have received the employee manual, and have read it in full (pictured right)

As the guidance/discipline policy is shared and discussed during new hire orientation, staff initial beside the policy once reviewed and understood.

I have received a link to the ██████████ Employee Manual.

I have had sufficient time to read and review the Employee Manual carefully and have no questions at this time. I understand that it is my responsibility to review these policies and procedures as needed and seek clarification if I have any questions. I also understand that I consult this document if I have questions about a specific topic.

I agree to abide by and uphold all policies as set forth in the employee manual. When I am in the position to supervise other staff at any time, I agree to ensure that my supervisees also follow the policies of the employee manual.

Furthermore, I understand that the Employee Handbook is the property of ██████████ and I cannot share this link with anyone who is not currently employed by ██████████

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will **NOT** be granted accreditation. Programs may appeal the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.*

Our guidance/ discipline policy states that staff may never use physical punishment, psychological abuse, or coercion when disciplining a child. The policy also includes examples of prohibited staff practices. It can be found on p. 1 of the *Principles and Practices of Interactions* section of [REDACTED] employee manual. It is reviewed with staff at the start of their employment.

## Principles and Practices of Interactions and Supervision

### *Interacting with Children: Providing Guidance and Discipline*

All members of the [REDACTED] staff are responsible for supervising and interacting with children and helping them:

- Be safe and feel safe ("feeling safe" means that children must not feel threatened by actions or words of others),
- Feel good about themselves,
- Develop trust in and respect for adults and other children and enjoy being part of the classroom and the total [REDACTED] community, and
- Progress toward independence and increased skill competence at an appropriate pace.

This means that, when disciplining a child, **staff members will never:**

- Use physical punishment
- Use psychological abuse.
- Use of force or threatening harm
- Use coercion

Examples of these inappropriate types of discipline include:

- Be sarcastic with, curse at, ridicule or shame a child,
- Speak to a child in a harsh or negative manner,
- Isolate a child without an adult present,
- Ostracize or withhold affection from a child
- Seclusion
- Use physical force or rough handling (shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, pulling arms, hair or ears, and/or forcing a child to sit/ stay down- except when restraint is necessary to protect the child or others from harm) to control a child's behavior,
- Force children to eat or withhold food,
- Punish or shame a child for accidents,
- Criticize a parent in front of a child,
- Criticize a child to a parent,
- Threaten a child with a parent's action, or
- Imply in any way to a child that a parent has poor judgment or is inadequate, which includes remarks made to other staff members regarding parents.

**There are no exceptions to the policy that allow physical punishment, psychological abuse, or coercion.**

**1E.1:** Show that your program's written guidance and discipline policy addresses the use of suspension, expulsion and other exclusionary measures (seclusion), and includes ALL the features listed below.

- Policy is communicated to families and staff.
- Stated goal of policy is to limit or eliminate the use of suspension, expulsion and other exclusionary measures.
- Policy states the circumstances under which types of exclusion may occur.
- Policy states what steps are taken before a decision to exclude is considered.
- Exclusionary measures are not considered until all other possible interventions have been exhausted, and there is agreement that exclusion is in the best interest of the child.
- If exclusionary measures must be taken, the program offers assistance to the family in accessing services and an alternative placement.
- Policy acknowledges that it complies with federal and state civil rights laws.

Bullet 1

Bullet 2

Bullet 4

Bullets 3, 5, and 6

Bullet 7

#### GUIDELINES TO ADDRESS CHILDREN WITH CHALLENGING BEHAVIORS

When children have challenging behavior that interferes with their ability to learn or interrupts their classmates' learning, the following guidelines will be useful in providing positive behavioral support to them. The goal of these guidelines is to limit or eliminate the use of suspension, expulsion and other exclusionary measures.

- A) Assess the function of the child's behavior. Most behavior, good or bad, is motivated by a need to get something (attention, desired activities/objects, or internal stimulation) or to avoid something (difficult work, embarrassment, discomfort, etc.)
- 1) clearly identify the targeted behavior that has not responded to standard teaching strategies that teachers or parents have used before; it is important to be as specific as possible ("John speaks out loudly and argues with the teacher", rather than "John is disruptive in class.")
  - 2) document exactly what happens before the challenging behavior, including the setting, with whom, and during what activity
  - 3) determine what happens immediately after the challenging behavior (Did others laugh? Was the child sent out of class? Did the child get out of doing an activity he did not care to do?)
- B) Consult with parents and other colleagues who know the child. A collective effort is most helpful in providing the appropriate support for the child.
- 1) review the bigger picture as to what may be influencing the child's behavior (Things such as medical/health problems including vision, hearing, medication, or allergies; environmental triggers such as heat, noise, crowds; hunger, fatigue, sleep issues; family and social issues may also need to be considered; review teaching styles)
  - 2) determine the child's interests, strengths, and skills.
  - 3) come up with a "best guess" as to the reasons for the challenging behavior
- C) Implement positive behavior support strategies.
- 1) determine specific behavioral goals for the child
  - 2) identify desired behaviors to replace the challenging behavior
  - 3) develop teaching strategies to address the replacement behaviors
  - 4) provide positive behavior support as an ongoing process
  - 5) monitor and review the positive behavior support strategies and ensure that the strategies are consistent with family and cultural values

Staff will never use physical punishment, psychological abuse or coercion when disciplining a child. Some examples of prohibited practices include, shaking, hitting, spanking, slapping, shaming, name calling, ridiculing, cursing at, etc.

When challenging behaviors continue in spite of positive interventions, there may be a need to discuss possible referrals to community resources (pediatrician, DOH, DOE) in consultation with parents.

If all other possible interventions have been exhausted, and there is an agreement that exclusion is in the best interest of the child, only at this time will exclusionary measures be considered. If this is the case, administration will offer assistance to the child's family in accessing services and an alternative placement.

Program will always comply with federal and state civil rights laws.

Figure 1. As found in **Staff Handbook and Family Handbook** These guidelines are used for staff to help aid children with challenging behaviors.

**Description of one example of how our program has changed classroom materials or equipment to accommodate the individual needs of one child:**

A child enrolled in a 3rd floor preschool classroom (for 2 years) had a visual impairment that caused challenges locating the top and bottom of steps. They visually blended in for him, causing transitions up and down the stairs to be challenging. To accommodate his individual needs, we added high contrast visibility strips (bright yellow tape) on the edges of each step from the first floor, to the third floor. Once the tape was added he rarely missed a step, and this transition became safer for him.



# 2A.6: Example #1

## SOCIAL STUDIES

Offer experience which help children to understand their place in the family, classroom, and community.

### Concepts/Skills

### Methods/Materials/Activities

#### Self/Confidence

I am ME!  
Discuss uniqueness of people, being part of a community/group, express feelings/empathy for others, sharing through modeling/practice

#### Family

Family Unit  
Different types of family units: traditional, single parent, shared, extended

Siblings  
Names, family photos, ages

Last Name  
Learning full name: identify first/last

Telephone Number  
Parent's help/ID card

Parent's Career  
Parent presentation/excursion, family project/picture board

Address  
Mapping, parent's help, different types of housing

Relatives  
Family community/helping others, picture craft/labeling

#### Community

Community Helpers:  
Police Officers, Fire Fighters, Doctor, Mail Carrier, Teacher, Dentist, Bus Driver  
Visitations, on campus and off, parent Career Day, dramatic role play, books and sharing

**Cultural Traditions/Ethnic Diversity**  
Explore Cultural holidays, Food, Dress  
Parent presentation, excursions, food, food preparation/tasting

### Social Studies

Students learn about their place in their world and community by understanding how to get along with others and how to care for materials and the environment. Through their daily social interactions and routines, they learn how to resolve conflicts and practice life skills such as taking turns and cleaning up. Preschool 3 children learn to appreciate the similarities and differences in others as well as embrace the cultural traditions of people in places across the globe.

Figure 2. ██████████ Curriculum – Preschool 3 Program

### Social Studies

Students learn about themselves and others. They learn about and appreciate their own and other cultures and traditions. Students explore how people live together as a family or community. Students learn how to take on responsibility as members of the class. They develop geographic awareness and respect for the natural environment.

Figure 3. ██████████ Curriculum – Preschool 4 Program

### Community/Environment

The children develop an understanding, appreciation, and acceptance of the differences and similarities of individuals, families, and cultures. Awareness of community helpers (such as firefighters and librarians) is expanded. Guest speakers, field trips, participation in school chapels, flag ceremonies and contributions by school families help to make concepts concrete. The globe and maps are used as tools to identify the location of people, places, and environments and to establish their interconnection.

Figure 4. ██████████ Curriculum – Kindergarten Program

Families within the Program change from year-to-year and one of the major curriculum topics covered each year is cultural traditions/ethnic diversity. Therefore, each year it is possible for different cultures/ethnicities to be represented, introduced and “studied”.

Figure 1. ██████████ Curriculum



# 2A.6: Example #2

## SOCIAL STUDIES

Offer experience which help children to understand their place in the family, classroom, and community.

### Concepts/Skills

### Methods/Materials/Activities

#### Self/Confidence

I am ME!

Discuss uniqueness of people, being part of a community/group, express feelings/empathy for others, sharing through modeling/practice

#### Family

Family Unit

Different types of family units: traditional, single parent, shared, extended

Siblings

Names, family photos, ages

Last Name

Learning full name: identify first/last

Telephone Number

Parent's help/ID card

Parent's Career

Parent presentation/excursion, family project/picture board

Address

Mapping, parent's help, different types of housing

Relatives

Family community/helping others, picture craft/labeling

#### Community

Community Helpers: Police Officers, Fire Fighters, Doctor, Mail Carrier, Teacher, Dentist, Bus Driver

Visitations, on campus and off, parent Career Day, dramatic role play, books and sharing

#### Cultural Traditions/Ethnic Diversity

Explore Cultural holidays, Food, Dress

Parent presentation, excursions, food, food preparation/tasting

Similar to that of the changes of cultures/ethnicities from year-to-year, family experiences and backgrounds change as well. Each family within the Program brings diversity. For example, parents have different careers/jobs that contribute to the community. These experiences can be shared with the students and add to their exposure of new things and experiences for themselves.

Figure 1. [REDACTED] Curriculum



Figures 1 & 2. For Summer 2021 and Program's 2021-2022 School Year, [REDACTED] came to teach students about the Hawaiian culture which included the Hawaiian language.

The diversity among families here at our Program allow us to explore many different ethnic background and languages spoken by our families.

As a school, we offer an extra-curricular classes when we can and in the past we've been able to introduce and explore the languages of Japanese and Hawaiian.



Figures 3 & 4. For the Program's 2017-2018 School Year, [REDACTED] came weekly to teach students about the Japanese culture and Japanese language.



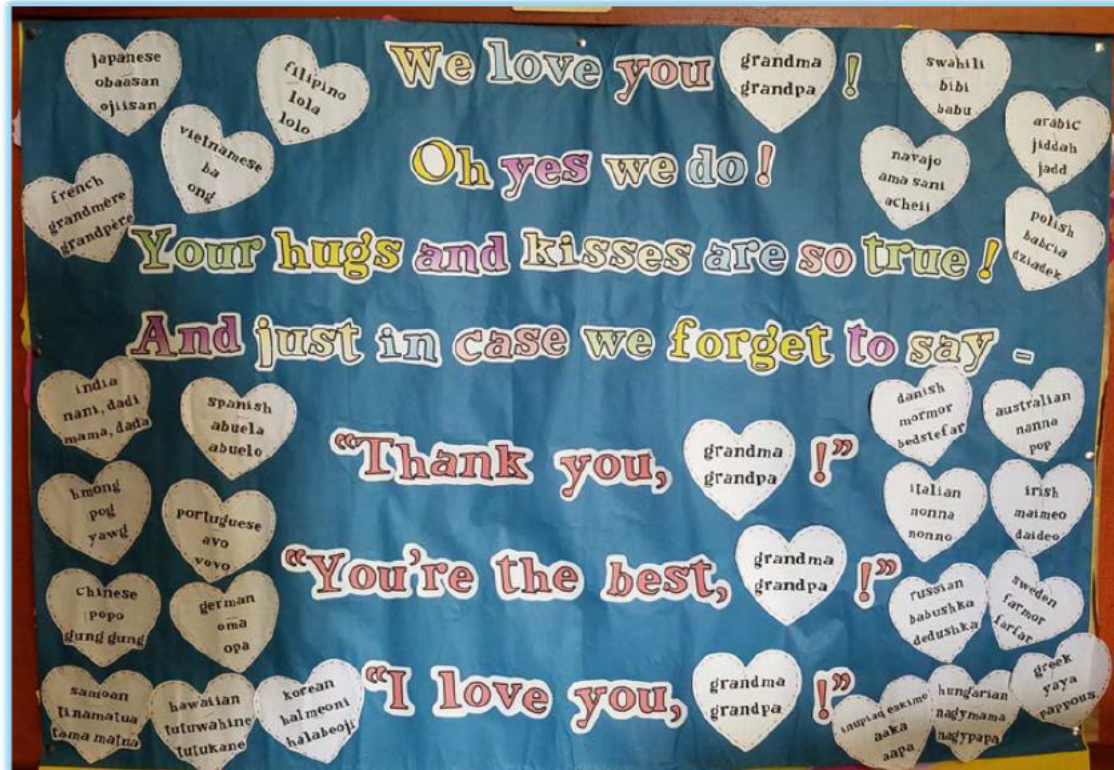


Figure 1. Due to the diverse backgrounds of all the families within our Program, family language is used throughout our Program's curriculum. For example, our Music program features songs that incorporate languages from different ethnic backgrounds. This song, is a song sung for Grandparent's Day and the words for "Grandma" and "Grandpa" can be interchanged with the surrounding words in different languages.



Figure 1. To supplement their Lei Day performance song, students in B2 learned about the kolea and 'ulili birds.



Figure 2. The students of C3 learned about the water cycle to accompany their Lei Day performance song, Wai Ola.



Figure 3. All students learn "Aloha Kakahiaka" a common "Good Morning" song in [REDACTED]

On the first of May many in the [REDACTED] community, celebrate May Day. Students in our Program participate in a Lei Day performance. In preparation for Lei Day, students are introduced to the Hawaiian language and dance, known as hula.

Teachers build curriculum around this performance to help supplement what is learned.

## GUIDELINES TO ADDRESS CHILDREN WITH CHALLENGING BEHAVIORS

When children have challenging behavior that interferes with their ability to learn or interrupts their classmates' learning, the following guidelines will be useful in providing positive behavioral support to them. The goal of these guidelines is to limit or eliminate the use of suspension, expulsion and other exclusionary measures.

- A) Assess the function of the child's behavior. Most behavior, good or bad, is motivated by a need to get something (attention, desired activities/objects, or internal stimulation) or to avoid something (difficult work, embarrassment, discomfort, etc.)
  - 1) clearly identify the targeted behavior that has not responded to standard teaching strategies that teachers or parents have used before; it is important to be as specific as possible ("John speaks out loudly and argues with the teacher", rather than "John is disruptive in class.")
  - 2) document exactly what happens before the challenging behavior, including the setting, with whom, and during what activity
  - 3) determine what happens immediately after the challenging behavior (Did others laugh? Was the child sent out of class? Did the child get out of doing an activity he did not care to do?)
- B) Consult with parents and other colleagues who know the child. A collective effort is most helpful in providing the appropriate support for the child.
  - 1) review the bigger picture as to what may be influencing the child's behavior (Things such as medical/health problems including vision, hearing, medication, or allergies; environmental triggers such as heat, noise, crowds; hunger, fatigue, sleep issues; family and social issues may also need to be considered; review teaching styles)
  - 2) determine the child's interests, strengths, and skills.
  - 3) come up with a "best guess" as to the reasons for the challenging behavior
- C) Implement positive behavior support strategies.
  - 1) determine specific behavioral goals for the child
  - 2) identify desired behaviors to replace the challenging behavior
  - 3) develop teaching strategies to address the replacement behaviors
  - 4) provide positive behavior support as an ongoing process
  - 5) monitor and review the positive behavior support strategies and ensure that the strategies are consistent with family and cultural values

Staff will never use physical punishment, psychological abuse or coercion when disciplining a child. Some examples of prohibited practices include, shaking, hitting, spanking, slapping, shaming, name calling, ridiculing, cursing at, etc.

When challenging behaviors continue in spite of positive interventions, there may be a need to discuss possible referrals to community resources (pediatrician, DOH, DOE) in consultation with parents.

If all other possible interventions have been exhausted, and there is an agreement that exclusion is in the best interest of the child, only at this time will exclusionary measures be considered. If this is the case, administration will offer assistance to the child's family in accessing services and an alternative placement.

Program will always comply with federal and state civil rights laws.

## 3B.2

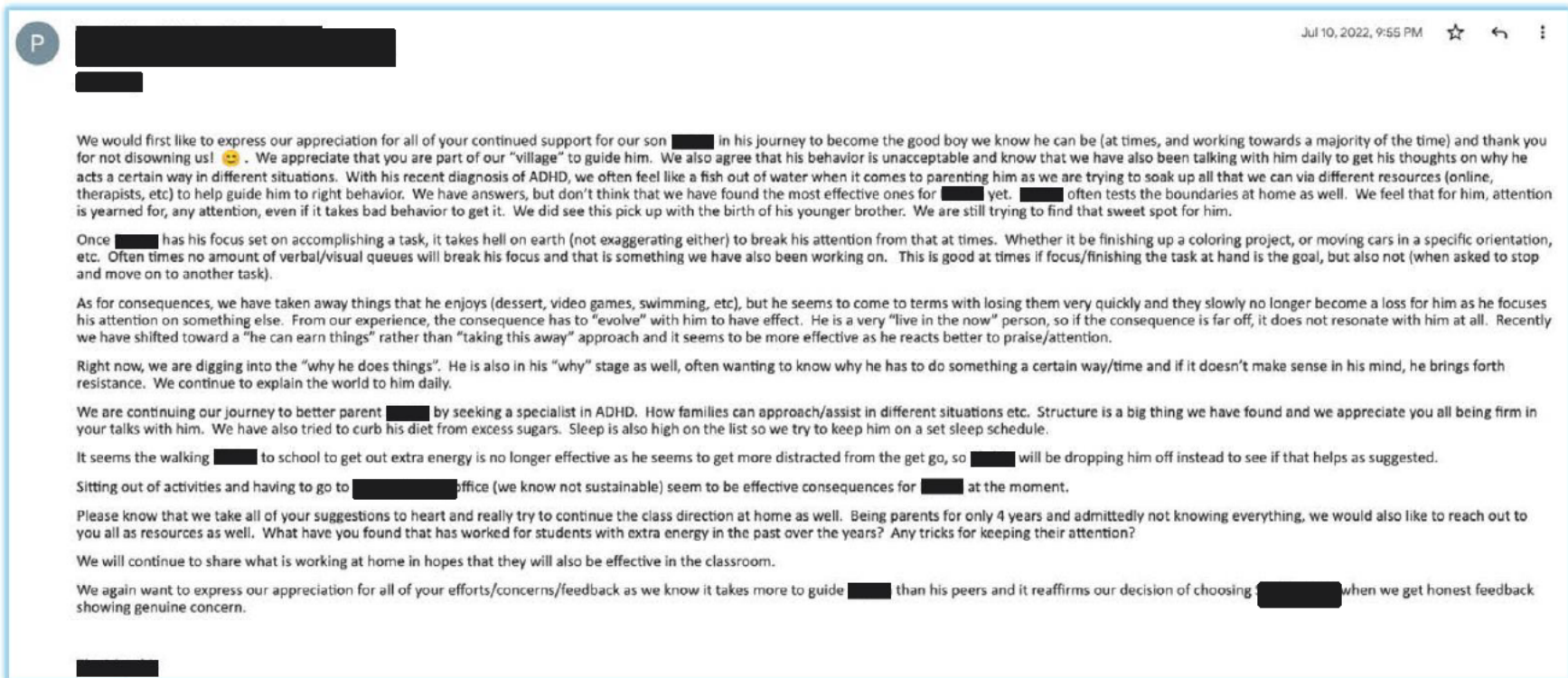
When a child's ongoing challenging behavior must be addressed, show a written policy including these steps:

- Assess the function of the behavior
- Work with families and professionals to develop an individualized plan to address the behavior
- Include positive behavior support strategies as part of the plan.

Figure 1. As found in Program's Staff Handbook, staff are given guidelines on how to address children with challenging behaviors.



## 3B.3

A screenshot of an email from a parent to a teacher. The email is dated July 10, 2022, at 9:55 PM. The parent expresses appreciation for the teacher's support and discusses their son's diagnosis of ADHD. They describe the child's behavior, such as being easily distracted and testing boundaries, and mention the challenges of parenting a child with ADHD. The parent also discusses the child's focus, consequences, and the family's efforts to manage the child's behavior, including seeking a specialist and adjusting the diet. The email concludes with a request for the teacher's advice on how to support the child in the classroom.

P [Redacted]

Jul 10, 2022, 9:55 PM ☆ ↶ ⋮

We would first like to express our appreciation for all of your continued support for our son [Redacted] in his journey to become the good boy we know he can be (at times, and working towards a majority of the time) and thank you for not disowning us! 😊. We appreciate that you are part of our "village" to guide him. We also agree that his behavior is unacceptable and know that we have also been talking with him daily to get his thoughts on why he acts a certain way in different situations. With his recent diagnosis of ADHD, we often feel like a fish out of water when it comes to parenting him as we are trying to soak up all that we can via different resources (online, therapists, etc) to help guide him to right behavior. We have answers, but don't think that we have found the most effective ones for [Redacted] yet. [Redacted] often tests the boundaries at home as well. We feel that for him, attention is yearned for, any attention, even if it takes bad behavior to get it. We did see this pick up with the birth of his younger brother. We are still trying to find that sweet spot for him.

Once [Redacted] has his focus set on accomplishing a task, it takes hell on earth (not exaggerating either) to break his attention from that at times. Whether it be finishing up a coloring project, or moving cars in a specific orientation, etc. Often times no amount of verbal/visual queues will break his focus and that is something we have also been working on. This is good at times if focus/finishing the task at hand is the goal, but also not (when asked to stop and move on to another task).

As for consequences, we have taken away things that he enjoys (dessert, video games, swimming, etc), but he seems to come to terms with losing them very quickly and they slowly no longer become a loss for him as he focuses his attention on something else. From our experience, the consequence has to "evolve" with him to have effect. He is a very "live in the now" person, so if the consequence is far off, it does not resonate with him at all. Recently we have shifted toward a "he can earn things" rather than "taking this away" approach and it seems to be more effective as he reacts better to praise/attention.

Right now, we are digging into the "why he does things". He is also in his "why" stage as well, often wanting to know why he has to do something a certain way/time and if it doesn't make sense in his mind, he brings forth resistance. We continue to explain the world to him daily.

We are continuing our journey to better parent [Redacted] by seeking a specialist in ADHD. How families can approach/assist in different situations etc. Structure is a big thing we have found and we appreciate you all being firm in your talks with him. We have also tried to curb his diet from excess sugars. Sleep is also high on the list so we try to keep him on a set sleep schedule.

It seems the walking [Redacted] to school to get out extra energy is no longer effective as he seems to get more distracted from the get go, so [Redacted] will be dropping him off instead to see if that helps as suggested.

Sitting out of activities and having to go to [Redacted] office (we know not sustainable) seem to be effective consequences for [Redacted] at the moment.

Please know that we take all of your suggestions to heart and really try to continue the class direction at home as well. Being parents for only 4 years and admittedly not knowing everything, we would also like to reach out to you all as resources as well. What have you found that has worked for students with extra energy in the past over the years? Any tricks for keeping their attention?

We will continue to share what is working at home in hopes that they will also be effective in the classroom.

We again want to express our appreciation for all of your efforts/concerns/feedback as we know it takes more to guide [Redacted] than his peers and it reaffirms our decision of choosing [Redacted] when we get honest feedback showing genuine concern.

[Redacted]

Figure 2. The same student (now during Summer School 2022, new teachers) got diagnosed with ADHD after his teacher from the 2021-2022 SY suggested they see his pediatrician. During Summer School 2022, teachers worked closely with parents to continue to find ways to help this child towards success.

The following policy, from the [REDACTED] Employee Manual, states that infants, toddlers and young twos must be able to see and hear all of the children at all times.

*Infants, toddlers, and preschool children must always be within sight and sound of an educator. This includes when toddlers and preschoolers are in the bathroom or at the water fountain. Educators must position themselves so they can see as many children as possible at all times. Driveway mirrors are positioned in areas of low visibility to assist in viewing sleeping infants, toddlers, and preschoolers; however these mirrors are not a replacement for direct sight and sound supervision and educators are required to determine their best physical placement as well as crib arrangement to best actively supervise all children at all times, including sleeping infants.*

*When the group is out of the building, walking on sidewalks, and/or when children are engaged in rigorous physical play (scaling climbing equipment or the climbing wall, running around, riding bikes, swinging on swings, etc.), educators take special precautions to safeguard children's safety. All children must be within sight of an educator. Educators station themselves near the activity in case swift intervention is needed.*

*During naptime in the infant, toddlers, and young twos classroom, educators must be able to see and hear all sleeping children at all times, even when educators are with the children who are still awake.*



Employee Manual - Principles and Practices of Interactions and Supervision, p. 7

*Infants, toddlers, and preschool children must always be within sight and sound of an educator. This includes when toddlers and preschoolers are in the bathroom or at the water fountain. Educators must position themselves so they can see as many children as possible at all times. Driveway mirrors are positioned in areas of low visibility to assist in viewing sleeping infants, toddlers, and preschoolers; however these mirrors are not a replacement for direct sight and sound supervision and educators are required to determine their best physical placement as well as crib arrangement to best actively supervise all children at all times, including sleeping infants.*

*When the group is out of the building, walking on sidewalks, and/or when children are engaged in rigorous physical play (scaling climbing equipment or the climbing wall, running around, riding bikes, swinging on swings, etc.), educators take special precautions to safeguard children's safety. All children must be within sight of an educator. Educators station themselves near the activity in case swift intervention is needed.*

*During naptime in the infant, toddlers, and young twos classroom, educators must be able to see and hear all sleeping children at all times, even when educators are with the children who are still awake.*

Employee Manual - Principles and Practices of Interactions and Supervision, p. 7

*Infants, toddlers, and preschool children must always be within sight and sound of an educator. This includes when toddlers and preschoolers are in the bathroom or at the water fountain. Educators must position themselves so they can see as many children as possible at all times. Driveway mirrors are positioned in areas of low visibility to assist in viewing sleeping infants, toddlers, and preschoolers; however these mirrors are not a replacement for direct sight and sound supervision and educators are required to determine their best physical placement as well as crib arrangement to best actively supervise all children at all times, including sleeping infants.*

*When the group is out of the building, walking on sidewalks, and/or when children are engaged in rigorous physical play (scaling climbing equipment or the climbing wall, running around, riding bikes, swinging on swings, etc.), educators take special precautions to safeguard children's safety. All children must be within sight of an educator. Educators station themselves near the activity in case swift intervention is needed.*

*During naptime in the infant, toddlers, and young twos classroom, educators must be able to see and hear all sleeping children at all times, even when educators are with the children who are still awake.*

*Infants, toddlers, and preschool children must always be within sight and sound of an educator. This includes when toddlers and preschoolers are in the bathroom or at the water fountain. Educators must position themselves so they can see as many children as possible at all times. Driveway mirrors are positioned in areas of low visibility to assist in viewing sleeping infants, toddlers, and preschoolers; however these mirrors are not a replacement for direct sight and sound supervision and educators are required to determine their best physical placement as well as crib arrangement to best actively supervise all children at all times, including sleeping infants.*

*When the group is out of the building, walking on sidewalks, and/or when children are engaged in rigorous physical play (scaling climbing equipment or the climbing wall, running around, riding bikes, swinging on swings, etc.), educators take special precautions to safeguard children's safety. All children must be within sight of an educator. Educators station themselves near the activity in case swift intervention is needed.*

*During naptime in the infant, toddlers, and young twos classroom, educators must be able to see and hear all sleeping children at all times, even when educators are with the children who are still awake.*

*School-age and kindergarten children are usually supervised by sight, and must always be within earshot of an educator. School-agers may use the bathroom by themselves. Educators put the child's name on the white board with the time they left the room. If a child has been out of the room for 10 minutes, staff check on the student.*

*This information is found in the staff handbook.*

### VIII. Care of Children

- **NO CHILD OR GROUP OF CHILDREN MAY BE LEFT UNATTENDED**
- All children must be Signed in and out each day using Brightwheel App on the iPad. Parents and/or staff are required to sign children in and out.
- Children must be supervised by both **sight** and **sound**. Staff should position themselves to be able to see children in the classroom and on the playground. Preschool children may be out of sight for restrooms but should be checked frequently.
- Summer camp Kindergarten and school-age children may be out of sight and sound for a brief period (ex. To use the restroom or pick up something in the office area or another classroom). The Teacher will check on a child who is not back in a timely manner (10 minutes max).
- Volunteers or student teachers or student interns are never left alone with a child or group of children.
- **Children should be counted regularly throughout the day, especially, during a transition period using the 'name to face' on Brightwheel. (Ex. As the group leaves the classroom and upon entering the playground and when the group leaves the playground and as they enter the classroom).**

Note: This evidence alone is insufficient. The evidence must **SHOW and DESCRIBE**. This evidence only describes. To improve this evidence there should be pictures showing relevant areas if the app used, and/or other methods such as paper attendance sheets or whiteboard head counts that the program uses to monitor supervision throughout the day.

*Infants, toddlers, and preschool children must always be within sight and sound of an educator. This includes when toddlers and preschoolers are in the bathroom or at the water fountain. Educators must position themselves so they can see as many children as possible at all times. Driveway mirrors are positioned in areas of low visibility to assist in viewing sleeping infants, toddlers, and preschoolers; however these mirrors are not a replacement for direct sight and sound supervision and educators are required to determine their best physical placement as well as crib arrangement to best actively supervise all children at all times, including sleeping infants.*

*When the group is out of the building, walking on sidewalks, and/or when children are engaged in rigorous physical play (scaling climbing equipment or the climbing wall, running around, riding bikes, swinging on swings, etc.), educators take special precautions to safeguard children's safety. All children must be within sight of an educator. Educators station themselves near the activity in case swift intervention is needed.*

*During naptime in the infant, toddlers, and young twos classroom, educators must be able to see and hear all sleeping children at all times, even when educators are with the children who are still awake.*

*School-age and kindergarten children are usually supervised by sight, and must always be within earshot of an educator. School-agers may use the bathroom by themselves. Educators put the child's name on the white board with the time they left the room. If a child has been out of the room for 10 minutes, staff check on the student.*

## Employee Manual, Curriculum Planning and Implementation, page 15

### *Child Records, Assessments, Screenings and Progress Reports*

After the transition conference, regular parent conferences to review progress reports (Developmental Report for Preschoolers, Developmental Reports for Toddlers, Developmental Reports for School Aged) and to set goals for a child are scheduled twice a year (Report and Conference Guidelines). The parent/educator coordinator schedules an appointment for the lead educator to meet with the child's parent(s), and if necessary, a member of the family services team serves as an English/Chinese interpreter. If educators or parents have any concerns, additional conferences may be scheduled. Educators may invite the special needs and language coordinator or a member of the education team to join conferences to help explore developmental concerns with parents.

The procedure for report preparation is as follows:

- Educators prepare the first draft of the report, which is reviewed by the early childhood director, early childhood coordinators, or school-age director. If assistant educators write the reports, lead educators review and edit each report before submission.
  - Lead educators are expected to meet with the parents, unless the early childhood director or school-age director has granted prior approval for an assistant educator to conduct the meeting.
  - At the conference, the lead educator reviews the child's progress, using samples of the child's work to illustrate points, and discusses goals for the child.
  - The educator pauses to pose the 'Ask the Parent' questions, jots down what parents say, and joins the parent in a discussion about these questions that address children's development at home with the family.
  - At the conclusion of the conference, both the educator and the parent sign the report. This is returned to the early childhood director for recording purposes and then filed in the child's permanent file. Parents should also receive a copy of the signed report.
  - The lead educator puts a copy of the new goals into the child's classroom file, which will be used to guide the curriculum planning and must be readily accessible for team meetings and other relevant needs.
- The following items should be included in development reports:
- Child's physical development, including use and development of large motor and small motor skills;
  - Social and emotional development and expression, including interaction with peers, relationships with adults, and how the child handles conflicts and limits;
  - Language development, including usage of verbal and non-verbal language, expression of ideas, and interest in language activities;
  - Interests and activities, including responsiveness to new activities;
  - Cognitive development, including learning style and how preferred play areas and favored toys foster the child's cognitive development;
  - The child's strengths;
  - Clear, behavior-specific description of any problems or concerns, refraining from labels or diagnoses beyond the professional purview of the educator, fully accepting the child's needs and feelings, and suggesting the child's strengths and interests that may be employed to help the child get his or her needs met in more socially acceptable, more satisfying ways; and,
  - Specific and measurable goals that are realizable within a few months and are individually specific to the child.

Statements in development reports must be supported by ongoing records of what a child is doing on a daily or weekly basis. Dated samples of a child's work should be kept to demonstrate changes and continuities over time.

Each team, under the leadership of the lead educator, is responsible for developing a record-keeping system to document the progress of each child in the class. Any proposed system should be tried in a classroom for two to four weeks for a portion of a class. That system's details should then be evaluated and adjusted as needed to assure that the system is workable within the time constraints of educators' schedules. All team members are responsible for maintaining the recording system. The lead educator is responsible for monitoring the system to assure that the agreed upon procedures are followed.

In addition, classroom educators conduct ongoing assessment of individual children. Curriculum goals and objectives guide educators' ongoing assessment. Educators use assessment results to create appropriate goals for each child. These goals are used to generate daily, weekly and monthly curriculum plans. The cyclical process of observation, assessment and planning for program improvement occurs when educators systematically use results to inform and modify classroom practice and instruction.

The assessment results are used:

- to support children's learning by identifying children's interests and strengths*
- to describe the developmental progress and learning of each child*
- to modify curriculum*
- to reflect upon teaching practices*
- to make environmental adaptations*
- to plan for program improvement*
- to assist in identification of special needs*
- to inform families about their children's development*

Assessment instruments and observational techniques focus on the following areas of development and are conducted by the educators in the classroom:

**Toddler:**

- Social and Emotional Development (personal connections, feelings about self, relationships with other children)*
- Communication and Language (understanding and communicating)*
- Cognitive Development (exploration and problem solving)*
- Physical Development (movement and coordination)*

**Preschool:**

- Personal and Social Development (self concept, self control, approaches to learning, interaction with others)*
- Language and Literacy (listening, speaking, reading, writing, and language and literacy for English Language Learners (if applicable))*
- STEM (Science, Technology, Engineering, and Mathematics) Thinking (processes and practices, number, operations and algebraic thinking, measurement, geometry, inquiry skills & practices, physical science, life science, earth science)*
- Social Studies (people, past & present, human interdependence, citizenship & government, people & where they live)*
- The Arts (expression & representation, understanding & appreciation)*
- Physical Development, Health & Safety (gross motor development, fine motor development, and personal health & safety)*

**School-Age:**

- Language and Literacy (reading comprehension, sight word knowledge and writing)*
- Personal and Social Development (emotional expression, conflict resolution and community living skills)*

Assessment and screening instruments are reviewed and approved by [redacted] child psychologist, early childhood director, and school-age director to assure instruments are appropriate for [redacted] population and are reliable and valid.

## Purpose

Child assessment are a vital and necessary component of all high-quality early childhood programs. Assessment is important to understand and support young children's development. Each classroom completes screenings and assessments that encompass all areas of development; sensory, language, cognitive, gross-motor, fine-motor and social-emotional. It is also essential to document and evaluate how effectively programs are meeting young children's educational needs, and to inform on program improvement. Assessments are done twice yearly.

Figure 1. Found within Program's Child Assessment Plan, the purpose of child assessments is not only document and evaluate the Program's abilities to meet the educational needs of young children, but also to show Program staff and administration where the Program can further be improved.





Employee Manual, Curriculum Planning and Implementation p. 18

The following portion of our “Child Records, Assessments, Screenings, and Progress Reports” policy, found in our employee manual, demonstrates the developmental screenings that our children receive to evaluate language, cognitive, gross motor, fine motor, and social and emotional development:

Brigance Infant & Toddler Screen and Brigance Early Preschool Screen (all toddlers 13 - 34 months) – within 45 days of enrollment, repeated as needed: The special needs assistant screens toddlers to determine eligibility for special needs services, inform classroom curriculum, provide for individualized at-home activities, and assess the education component of the program for success in meeting the educational needs of the children. Screenings address the following areas:

- Fine Motor
- Language Skills
- Gross Motor Skills
- Visual Motor Skills
- Cognitive Development
- Self-Help Skills

Brief Infant Toddler Social and Emotional Assessment (BITSEA) - after the child’s adjustment period, but within two months of enrollment: The BITSEA is completed after initial enrollment by both toddler educators and parents. The screening taps a variety of social-emotional strengths and concerns with items reflecting social competency, potential problem areas and developmental risks.

The Learning Accomplishment Profile Diagnostic “LAP-D” (all 3-5 year olds) – within 45 days of enrollment, repeated as needed: The special needs assistant screens children to determine eligibility for special needs services, inform classroom curriculum, provide for individualized at-home activities, and assess the education component of the program for success in meeting the educational needs of the children. Screenings address the following areas:

- Fine Motor
- Cognitive
- Language
- Gross Motor

Devereaux Early Childhood Assessment – DECA (preschoolers) – within 45 days of enrollment:

The DECA is a social-emotional measure tapping protective factors (initiative, self-control, attachment), as well as behavioral concerns. Educators complete the checklist for each preschooler after enrollment, as do parents of Head Start Children. This information is used in curriculum planning both for individual children and for groups of children. The consulting psychologist reviews the DECA assessments.

Daily Schedule – School Year 2021-2022 – Special Assistants

	8:00	8:20	8:50	9:20	9:50	10:20	10:50	11:20	11:50	12:20	12:50	1:20	1:50	2:30	3:00
M	Chapel	C1	C3	B4	B2	B2	Lunch	C3		B1		B2		EDC – C-Building	
Tu	Flag	B3	B1	C2	Music Prep		Lunch	C3		B1		B2		EDC – C-Building	
W	Chapel	C1	C3	B4	B2	B4	Lunch	C3		B1		B2		EDC – C-Building	
Th	*Prep	B3	B1	C2	B1		Lunch	C3		B1		B2		EDC – C-Building	
F	Chapel	C1	C3	C2	B3	B1	Lunch	C3		B1		B2		EDC – C-Building	

	9:30	9:50	10:20	10:50	11:20	11:50	12:20	12:50	1:20	1:50	2:30	3:00	3:30	4:00	4:30
M	B3		B4		B3		B4		Lunch	*Prep	Extended Day Care – B-Building				
Tu	B1		C1		B3		B4		Lunch	*Prep	Extended Day Care – B-Building				
W	B3		C3		B3		B4		Lunch	*Prep	Extended Day Care – B-Building				
Th	B2		C2		B3		B4		Lunch	*Prep	Extended Day Care – B-Building				
F	B4		B2		B3		B4		Lunch	*Prep	Extended Day Care – B-Building				

	9:30	9:50	10:20	10:50	11:20	11:50	12:20	12:50	1:20	1:50	2:30	3:00	3:30	4:00	4:30
M	C1		C3		C1		C2		Lunch	*Prep	Extended Day Care – B-Building				
Tu	B1		C1		C1		C2		Lunch	*Prep	Extended Day Care – B-Building				
W	B3		C3		C1		C2		Lunch	*Prep	Extended Day Care – B-Building				
Th	B2		C2		C1		C2		Lunch	*Prep	Extended Day Care – B-Building				
F	B4		C2		C1		C2		Lunch	*Prep	Extended Day Care – B-Building				

Teacher Prep    Teacher Lunch

\*Prep – Office/Admin Help, EDC Prep, Inventory, Sanitize/Clean

Figure 1. Schedule of Special Assistants show “Teacher Prep” time for collaborative planning.

Please continue to support [redacted] at home by working on:

- Listening to and carrying out instructions
- Answering questions relevantly
- Focus and attention
- Completing routines independently without reminders
- Fine motor skills (writing, cutting, drawing)
- Writing in correct upper & lower case form (capitals only used at the beginning of certain words)
- Letter sounds
- Counting and number recognition
- Retaining and recalling information

It has been fun getting to know [redacted] and we see great potential in her! Keep up the nice work [redacted]

**Figure 1.** After completing this child's assessment, this child's teacher made suggestions to the child's parents on what they can do at home to support their child.

Getting to know You	Social emotional, language, literacy, art <b>15</b>	Social emotional, science, math, fine motor <b>16</b>	Social emotional, language, literacy, art <b>17</b>	Social emotional, science, math, fine motor <b>18</b>	<b>19</b>
	<b>Group 1 First Day of School Pictures &amp; Autoline Cards</b>	<b>Group 1 Playdough (Cooking)</b>	<b>Group 2 First Day of School Pictures &amp; Autoline Cards</b>	<b>Group 2 Playdough (Cooking)</b>	<b>Admission's Day School Closed</b>
Amazing Me!	Literacy, fine motor, art <b>22</b> language, social emotional	Art, social emotional <b>23</b> fine motor	Math, social emotional <b>24</b> language, cognitive	Art, fine motor, language <b>25</b> social emotional	Science, cognitive <b>26</b> language, fine motor
	<b>"Hello, My Name is..." (Rainbow Names)</b>	<b>"I Love Me!" Self Portrait</b>	<b>Charting "Look How Tall I Am!"</b>	<b>"I am Special..." Easel Painting</b>	<b>Sensory Exploration Playdough</b>
Amazing Me!	Art, social emotional <b>29</b> literacy, F.M., language	Math, art, cognitive <b>30</b> science, fine motor	Art, language <b>31</b> fine motor, literacy	Social emotional, <b>1</b> language	Science, cognitive <b>2</b> language, fine motor, art
	<b>Journal: "A Few of My Favorites"</b>	<b>Birthday Cupcakes</b>	<b>"When I Grow Up..."</b>	<b>Parent-Child Project Sharing "My Favorite Things"</b>	<b>Sensory Exploration</b>

**Figure 2.** Based on this classes' assessments, find motor skills is something that needed to be worked on more thoroughly. More activities were added to incorporate fine motor skills as seen in this calendar of activities.

**Based on child assessment outcomes, Program teachers are able to design activities and lesson plans to help enhance the skills students may need more help in.**

math at thanksgiving		november 2021				
Theme	Monday	Tuesday	Wednesday	Thursday	Friday	
Math of Thanksgiving	Math language: <b>Journal: "Net &amp; Box" (Diagonals / Special Multiplication)</b>	Math language: <b>"How Big?" (Data / Number / Quantity)</b>	Math language: <b>"How Many?" (Estimation / Number / Comparison)</b>	Math language: <b>"How Heavy?" (Measurement / Comparison)</b>	Math language: <b>Literacy: Alphabet Match Letters (Upper &amp; Lower)</b>	
Math of Thanksgiving	Math language: <b>Journal: 10 Basic Facts</b>	Math language: <b>Thanksgiving Reasonably (Estimation / Reasoning)</b>	Math language: <b>Indian Corn (Signage / Reasoning)</b>	Math language: <b>"Welcome" Day (SCHOOL CLOSED)</b>	Math language: <b>Literacy: Alphabet Sacks (Bags)</b>	
Math of Thanksgiving	Math language: <b>Journal: "I'm Thankful for My Family Decision..."</b>	Math language: <b>Counting Sorting Game</b>	Math language: <b>Pumpkin Seed Counting (Number Sense / 1s)</b>	Math language: <b>Apple Trees (More / Less / Equal)</b>	Math language: <b>Turkey Precipitation</b>	
Math of Thanksgiving	Math language: <b>Journal: Thanksgiving Confessions (NO SCHOOL)</b>	Math language: <b>Thanksgiving Day (NO SCHOOL)</b>	Math language: <b>Thanksgiving Day (NO SCHOOL)</b>	Math language: <b>Thanksgiving Day (NO SCHOOL)</b>	Math language: <b>Thanksgiving Day (NO SCHOOL)</b>	
Math of Thanksgiving	Math language: <b>Acorn Collage</b>	Math language: <b>Christmas Signage</b>	Math language: <b>Christmas Signage</b>	Math language: <b>Christmas Signage</b>	Math language: <b>Christmas Signage</b>	

\*Literacy assignment due\*

math at christmas		december 2021				
Theme	Monday	Tuesday	Wednesday	Thursday	Friday	
Math of Christmas	Math language: <b>Journal: "How to Decorate a Christmas Tree" (Reasoning)</b>	Math language: <b>"Big or Smaller?" (Estimation / Geometry)</b>	Math language: <b>Christmas Programs (Estimation / Reasoning)</b>	Math language: <b>Christmas Programs (Estimation / Reasoning)</b>	Math language: <b>Literacy: A Specialty of Words (Word Families)</b>	
Math of Christmas	Math language: <b>Journal: "Name Counting" (Diagonals)</b>	Math language: <b>"12 Days of Christmas" (Counting / Measurement / Data)</b>	Math language: <b>Christmas Program (Reasoning)</b>	Math language: <b>Christmas Program (Daily Devotion)</b>	Math language: <b>Christmas Break</b>	
Math of Christmas	Math language: <b>Journal: "Name Counting" (Diagonals)</b>	Math language: <b>"12 Days of Christmas" (Counting / Measurement / Data)</b>	Math language: <b>Christmas Program (Reasoning)</b>	Math language: <b>Christmas Program (Daily Devotion)</b>	Math language: <b>Christmas Break</b>	
Math of Christmas	Math language: <b>Journal: "Name Counting" (Diagonals)</b>	Math language: <b>"12 Days of Christmas" (Counting / Measurement / Data)</b>	Math language: <b>Christmas Program (Reasoning)</b>	Math language: <b>Christmas Program (Daily Devotion)</b>	Math language: <b>Christmas Break</b>	
Math of Christmas	Math language: <b>Journal: "Name Counting" (Diagonals)</b>	Math language: <b>"12 Days of Christmas" (Counting / Measurement / Data)</b>	Math language: <b>Christmas Program (Reasoning)</b>	Math language: <b>Christmas Program (Daily Devotion)</b>	Math language: <b>Christmas Break</b>	

\*Literacy assignment due\*

Based on the information gained from the child assessment outcomes, Program teachers in [redacted] noticed that their student's math knowledge and understanding was not strong. They incorporated math into all lessons for the months of November and December.

They adjusted their teaching strategies by creating different lessons and activities that would help students of all learning styles (visual, auditory, kinesthetic) and different levels of understanding (for those familiar worked in large groups, those who needed more help worked more one-on-one).

Figure 1.  
Lesson Plans  
for November  
and December  
for [redacted]

██████████ Staff Manual, page 13

Educators write a report on a child's initial adjustment four to eight weeks after enrollment or after a move to a new class (this is called a transition conference). All infant, toddler, and preschool educators prepare winter and summer child development reports for parents. School-age educators prepare student reports in the fall and spring. The parent/educator coordinator will set up a conference appointment for you and the educator to discuss these reports. (Class conference weeks are scheduled for the entire year - pick up a Master Schedule at the front desk. Substitute staff relieve educators to hold these appointments with you. Try to call at least 24 hours in advance if you need to reschedule.)

**Procedure**

All screenings, checklists, and assessments will be completed by the lead teacher in the assigned classroom. Any assistance in this procedure will be completed by staff persons under the direct supervision of the lead teacher.

- Developmental screenings are completed within the first month of the school year. This information is then discussed with parents during a formal parent/teacher conference after the screening is completed.
- Screenings are completed as an individually administered test and as checklist based on parent report. Developmental assessments are completed throughout the day and year using naturalistic observation of the children's interactions and behavior. Both group and individual observations will be used to compile documentation. All screenings and assessments are completed on campus.
- Various methods of information gathering are used to document developmental growth of children. These methods include but are not limited to work sampling, checklists, observation, and rating scales.
- Developmental assessments are ongoing (year-round) with results discussed with the parent throughout the semester, both daily along with two scheduled parent/teacher conferences, one each fall and spring semester.
- On a daily basis the lead teachers discuss with parents developmental milestones reached, developmental progress, and developmental concerns. We encourage families to use this opportunity (in addition to scheduled conferences) to raise questions or concerns about how the assessment methods will meet their child's needs. If additional concerns are raised, we then encourage families to follow the SCS Grievance Policy/Procedure found in the Family Handbook.
- The lead teachers in conjunction with the administrative team will annually evaluate the current screening and assessment tools. Outside professionals and parent involvement is sought to inform this evaluation.

**Figure 1. Found within Program's Child Assessment Plan, families are able to discuss child assessment results with their child's teachers.**

**Figure 2. After receiving assessment, parents are given the opportunity to raise questions or concerns about information provided within assessment using this "Parent Teacher Conference Form". This form is used as a conversation piece during our Parent-Teacher Conferences in November and March. Student's name has been blocked out for privacy reasons.**

Child's name: [REDACTED]

### C3 Fall 2021 Parent Teacher Conference Form

Please fill out this survey below and return it by Wednesday, November 17<sup>th</sup>.  
We are looking forward to meeting with you soon!

#### My child's attitude about school is:

- Excited to see his friends and play (we always hear about Ceci and Lana!)
- Loves his teachers and the St. Clement's staff (especially Uncle Kuni!)



#### We have seen strengths in my child's progress in these areas:

- Speech and communication
- Manners (asking to be excused from the table, please, eye contact, etc.)
- Cleaning up and putting things back in the right places
- Building and stacking structures (magnatiles, legos, etc.)
- Music - always humming, dancing or singing songs from school
- Identifying and reacting to emotions
- Reasoning and negotiation skills
- Structured learning/routines



#### Parent Comments or Concerns to Address:

- Acknowledgement and follow through when asked the first time
- Using scissors (holding properly and cutting along the lines)
- Holding pens, pencils, paintbrushes, crayons, etc. correctly
- Coloring within the lines
- Tracing shapes and letters in the correct order/direction
- Following 3+ part instructions
- Drawing people



#### Our goal for our child to reach by the end of the school year is:

- Addressing concerns listed above
- Spelling his last name
- Speaking loudly and confidently when addressed and asked a question in school like he does at home, outside of the classroom



## Training

Each lead teacher having a degree in early education has formal training in assessment delivery and interpretation. In addition, the lead teachers have had formal training before using the specific screenings and assessments they employ within their assigned classrooms.

- Student staff are given opportunities to assist the lead teacher with documentation of assessment criteria only after they are trained on naturalistic observation procedures.

Figure 1. Found within Program's Child Assessment Plan, lead teachers conduct child assessments and have formal training in assessment delivery and interpretation.



# 4E.5: Example #1

Child's name: [REDACTED]

## PS3 ASSESSMENT

<p>Counts objects up to</p> <p>1-13</p>	<p>Sorts by</p> <p>Color</p> <p>Shape</p> <p>Size</p>	<p>Simple Patterns</p> <p>AB</p> <p>AABB</p> <p>ABC</p>	<p>Patterns (2<sup>nd</sup>)</p> <p>AAB</p> <p>ABB</p> <p>ABCD</p>	<p>Social &amp; Emotional Skills</p> <p>Child's Disposition</p> <p>Confident</p>	<p>Independence &amp; Self-help skills</p>
<p>Shape Recognition</p> <p>Color Recognition</p> <p>Uppercase Letter Recognition</p>	<p>Hand Preference</p> <p>Right</p> <p>Left</p> <p>Switches</p>	<p>Scissor Skills (2<sup>nd</sup>)</p> <p>Proper hold</p> <p>Snips/fringe cut</p> <p>Cuts on a line</p> <p>Cuts basic shapes</p>	<p>Name Writing</p> <p>Scribbles letters</p> <p>Traces letters</p> <p>L* R orientation</p>	<p>Understands concepts of: (2<sup>nd</sup>)</p> <p>More/Less</p> <p>Hot/Cold</p> <p>Small/Medium/Large</p> <p>Heavy/Light</p> <p>Far/Near</p>	<p>Gross Motor Skills</p>
<p>Name Recognition</p> <p>Recites Alphabet</p> <p>Rhyming Words (2<sup>nd</sup>)</p> <p>Rote Counting</p>	<p>Pencil Grasp</p> <p>Fist</p> <p>Fingertip</p> <p>Tripod</p> <p>Dynamic</p>	<p>Lowercase Letter Recognition (2<sup>nd</sup>)</p>	<p>Letter Sounds (2<sup>nd</sup>)</p>	<p>Follows routines, transitions, changes</p> <p>Uses problem-solving skills</p> <p>Memory retention</p> <p>Shares attention with others</p> <p>Engages in play</p>	<p>Writes, runs with ease</p> <p>Cheeks sometimes with ease</p> <p>Jump</p> <p>Steps on one foot</p> <p>Throws and catch a ball</p> <p>Trips/trips</p> <p>Uses alternating feet when going upstairs</p>
<p>Numeral Recognition</p>				<p>Follows routines, transitions, changes</p> <p>Follows 3-step directions</p> <p>Follows routines, transitions, changes</p> <p>Uses problem-solving skills</p> <p>ABLE search to problem solving possibilities</p> <p>Memory retention</p> <p>ABLE to sit and participate in 30-45 minute circle</p> <p>Can sit through simple book, lesson, looks at pictures</p> <p>Shares attention with others</p> <p>Answers and responds to teacher authority appropriately</p> <p>Has appropriate control over emotions/feelings</p> <p>ABLE to express needs and needs with confidence</p> <p>Gets along with others</p>	<p>Independent</p> <p>Partial</p> <p>Cooperative</p>

Figure 1. Preschool 3 child assessment report shared with families in first few months of school. Student's name has been blocked out for privacy reasons.

This report was completed [REDACTED]

Make sure the date is within one year of the site visit!

# 4E.5: Example #2

Make sure the date is within one year of the site visit!

Figure 3. (Left) Preschool 4 assessment done in the first few months of school. Student's name has been blocked out for privacy reasons.

Date: [redacted] Preschool Assessment

Name: [redacted] ○ = Unable to identify

Shape Recognition:

Color Recognition:

Capital Letter Recognition:

Lowercase Letter Recognition:

Letter Sounds Recognition:

Number Recognition:

Rolls counts up to: 69 Counts objects up to: 27 Sorts

Yes No Almost Yes No Sometimes

Can make AB patterns    Can spell own name

Holds pencil/crayon correctly    Can write own name

Uses scissors correctly

Books/Emotional Skills:

Yes No Sometimes

Interacts with others    Takes turns with others

Participates in group activities    Shares with others

Respects teachers and rules    Cleans up after themselves

Follows simple directions

Notes: - we will continue to work with [redacted] with her fine motor development  
- encourage [redacted] to build relationships outside of the friends she knows from last year  
- we continue to remind [redacted] that she should not interrupt when others are speaking and to be patient when she wants to say something at this time - she will not do that.

Preschool 4 Developmental Progress Report SY: [redacted]

Student: [redacted] Teacher: [redacted]

Attendance	1st	2nd	KEY: 1 = Consistent & independent
Days in Semester	10	11	2 = Growing independence
Days Absent (Excused)	1	0	3 = With teacher support
Days Absent (Unexcused)	1	1	4 = Beginning
Days Tardy	0	0	

**Personal and Social Growth**

	1st	2nd	Semester 1 Comments:
Exhibits self control	1	1	[redacted] is a respectful and helpful girl who loves to include classmates with her peers and teachers. She is a curious girl who loves to ask questions to have a better understanding of things. As discussed during first semester conference, [redacted] continues to work on verbally expressing her feelings rather than waiting for a teacher to approach her. We continue to work with [redacted] on allowing others to have a turn to speak and it is ok if they have a different point of view than hers.
Gets well with others and takes turns	1	1	
Cooperates easily with adults	1	1	
Considers others, courteous	2	2	
Developing self-confidence	2	1	
Shares attention with others	2	2	
Shows resilience to suggestions and corrections	2	1	
Expresses feelings appropriately through words and actions	1	1	
Takes care of personal and school belongings	1	1	
Loosens while others speak	1	1	
Carries out daily classroom routines independently	2	1	
Exhibits independent thinking	2	1	
Demonstrates problem-solving abilities, critical thinking	2	1	

**Work Habits**

	1st	2nd	Semester 1 Comments:
Focused and attentive during large group times	1	1	As discussed during first semester conference, [redacted] continues to work on participating in group discussions more if called on, and is interested in the topic of discussion. We would like to see [redacted] take more time to create quality work instead of rushing to get it done.
Contributes to class discussions	2	1	
Follows multi-step verbal instructions	1	1	
Eager and curious about learning	1	1	
Participates readily in class activities	1	1	

**Work Skills**

	1st	2nd	Semester 1 Comments:
Identifies upper case letters by sight	1	1	[redacted] has shown great progress with her letter sounds and number recognition. We will continue to provide activities and challenges for [redacted] so she can continue to grow her love for learning.
Identifies lower case letters by sight	1	1	
Identifies letters by sound	1	1	
Can retell a story in proper sequence	1	1	
Counts objects up to 20 using one-to-one correspondence	1	1	
Recognizes number symbols 1-20	1	1	
Distinguishes sets of more, less, equal	1	1	
Understands positional vocabulary	1	1	
Identifies elements presented through stories, discussions, & activities	1	1	
Fine motor skill development	1	1	

**Music Program - Ms. Woodward**

	1st	2nd	Semester 1 Comments:
Participates in music activities	1	1	[redacted] has learned and follows the routines of music class. She is attentive and focuses on what is being offered. With her demonstrated attention she is becoming comfortable in moving to and creating her own movements to music. [redacted] has her best to recall words to songs using motions to help. She sometimes needs help to feel rhythms and stay on beat.
Responds readily to music	2	1	
Attempts to recall words to songs	2	1	
Listens to and copies rhythms	3	2	

**Semester 2 Comments:**

**First Semester Comments:**

[redacted] is a responsible and dependable student. She is well liked by her classmates and enjoys playing with and making new friends. [redacted] is proud of our daily classroom routines and is able to listen to and follow instructions through. We can always rely on her to lend a helping hand if they need support. [redacted] enjoys sharing her thoughts and an active participant in our discussions. We are so proud of [redacted] progress over these past few months and look forward to seeing her growth next semester!

**Second Semester Comments:**


[redacted] has been a joy having [redacted] in our class this year! This semester [redacted] enjoyed building stronger friendships with her friends. [redacted] has shown much progress in being considerate by listening to her peers and allowing them to have an opinion that is different from hers. We have truly enjoyed having [redacted] in class with us this year and we wish her the very best!

Figure 4. (Right) Preschool 4 Progress Report completed after second semester for the same child. Student's name has been blocked out for privacy reasons.


# 5A.13 and 5A.14

## REQUEST FOR EXEMPTION FROM VACCINATION ON RELIGIOUS GROUNDS


Student's Name: [REDACTED]		Student's Date of Birth: [REDACTED]	
Student's Home Address: [REDACTED]		City/State: [REDACTED]	Zip: [REDACTED]
Name of Post-Secondary School or University: [REDACTED]	Street Address: [REDACTED]	City/State: [REDACTED]	Zip: [REDACTED]

  
Initials

I certify that immunization conflicts with my bona fide religious tenets and practices.


  
Initials

I understand that if at any time there is, in the opinion of the Department of Health, danger of an outbreak or epidemic from any communicable disease for which immunization is required, this exemption from immunization shall not be recognized and I will be excluded from post-secondary school until the threat of an epidemic is over or I receive the proper immunization.

  
Initials

I understand that a request for religious exemption based on objections to specific vaccines will not be granted.

I understand the benefits and risks of the vaccinations I am required to have for post-secondary school attendance, the risk of contracting the diseases that vaccines prevent, and the risk of transmitting disease to others. I understand that this form may not be used for personal or philosophical reasons.

  
Student's Signature

05/16/2022  
Date

[REDACTED]

[REDACTED]

5A.13 Students may also be underimmunized due to religious reasons. Here is a sample form filled out by a parent for a student that started June 2022. Student's name, DOB and home address has been blocked out for privacy reasons.

5A.14 Underimmunized children (or child guardian) understand they will be excluded from program if a vaccine-preventable disease occurs. Student's name, DOB and home address has been blocked out for privacy reasons.

Staff Name & Position Acronym	7:00 AM	7:30 AM	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM
<b>Director - [REDACTED] DTQ</b>															
<b>C1 - Preschool 3</b>	2	16	16	16	16	16	16	16	16	16	16	16	16	16	16
[REDACTED] DTQ	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
[REDACTED] A		X	X	X	X	X	X	X	X	X	X	X	X	X	X
[REDACTED] DTQ									X	X					
<b>C2 - Preschool 3</b>	1	18	18	18	18	18	18	18	18	18	18	18	18	18	18
[REDACTED] DTQ	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
[REDACTED] A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
[REDACTED] DTQ								X	X						
<b>C3 - Preschool 3</b>	6	16	16	16	16	16	16	16	16	16	16	16	16	16	16
[REDACTED] DTQ	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
[REDACTED] DTQ	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
[REDACTED] DTQ										X	X				
<b>B1 - Preschool 4</b>	5	14	14	14	14	14	14	14	14	14	14	14	14	14	14
[REDACTED] DTQ	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
[REDACTED] DTQ	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
[REDACTED] A										X	X	X	X	X	X
<b>B2 - Preschool 4</b>	1	15	15	15	15	15	15	15	15	15	15	15	15	9	9
[REDACTED] DTQ	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
[REDACTED] DTQ	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
[REDACTED] A										X	X				
<b>B3 - Preschool 4</b>															
[REDACTED] DTQ															
[REDACTED] DTQ															
[REDACTED] A															
<b>B4 - Kindergarten</b>	3	20	20	20	20	20	20	20	20	20	20	20	20	20	20
[REDACTED] DTQ	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
[REDACTED] DTQ	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
[REDACTED] A										X	X				

Figure 3. Classroom staffing patterns for all classes SY 2022-2023. Staff highlighted in green represents those who are CPR/First Aid certified.

### Teachers:

**Emergency Response for Childcare Providers**

The holder of this card is a currently certified teacher and will be holding the course content. This card is consistent with the most current state regulations and rules of state by requirement of Public Code 20.05. This card is not a replacement for a license.

NAME: [REDACTED]  
 TITLE: [REDACTED]  
 CHILDREN: [REDACTED]  
 PUBLIC PHONE: [REDACTED]

ISSUE DATE: AUGUST 17, 2022  
 EXPIRES: [REDACTED]

**Emergency Response for Childcare Providers**

The holder of this card is a currently certified teacher and will be holding the course content. This card is consistent with the most current state regulations and rules of state by requirement of Public Code 20.05. This card is not a replacement for a license.

NAME: [REDACTED]  
 TITLE: [REDACTED]  
 CHILDREN: [REDACTED]  
 PUBLIC PHONE: [REDACTED]

ISSUE DATE: AUGUST 17, 2022  
 EXPIRES: [REDACTED]

**Emergency Response for Childcare Providers**

The holder of this card is a currently certified teacher and will be holding the course content. This card is consistent with the most current state regulations and rules of state by requirement of Public Code 20.05. This card is not a replacement for a license.

NAME: [REDACTED]  
 TITLE: [REDACTED]  
 CHILDREN: [REDACTED]  
 PUBLIC PHONE: [REDACTED]

ISSUE DATE: AUGUST 17, 2022  
 EXPIRES: [REDACTED]

**Emergency Response for Childcare Providers**

The holder of this card is a currently certified teacher and will be holding the course content. This card is consistent with the most current state regulations and rules of state by requirement of Public Code 20.05. This card is not a replacement for a license.

NAME: [REDACTED]  
 TITLE: [REDACTED]  
 CHILDREN: [REDACTED]  
 PUBLIC PHONE: [REDACTED]

ISSUE DATE: AUGUST 17, 2022  
 EXPIRES: [REDACTED]

**Emergency Response for Childcare Providers**

The holder of this card is a currently certified teacher and will be holding the course content. This card is consistent with the most current state regulations and rules of state by requirement of Public Code 20.05. This card is not a replacement for a license.

NAME: [REDACTED]  
 TITLE: [REDACTED]  
 CHILDREN: [REDACTED]  
 PUBLIC PHONE: [REDACTED]

ISSUE DATE: AUGUST 17, 2022  
 EXPIRES: [REDACTED]

**Emergency Response for Childcare Providers**

The holder of this card is a currently certified teacher and will be holding the course content. This card is consistent with the most current state regulations and rules of state by requirement of Public Code 20.05. This card is not a replacement for a license.

NAME: [REDACTED]  
 TITLE: [REDACTED]  
 CHILDREN: [REDACTED]  
 PUBLIC PHONE: [REDACTED]

ISSUE DATE: AUGUST 17, 2022  
 EXPIRES: [REDACTED]

**Emergency Response for Childcare Providers**

The holder of this card is a currently certified teacher and will be holding the course content. This card is consistent with the most current state regulations and rules of state by requirement of Public Code 20.05. This card is not a replacement for a license.

NAME: [REDACTED]  
 TITLE: [REDACTED]  
 CHILDREN: [REDACTED]  
 PUBLIC PHONE: [REDACTED]

ISSUE DATE: AUGUST 17, 2022  
 EXPIRES: [REDACTED]

**Emergency Response for Childcare Providers**

The holder of this card is a currently certified teacher and will be holding the course content. This card is consistent with the most current state regulations and rules of state by requirement of Public Code 20.05. This card is not a replacement for a license.

NAME: [REDACTED]  
 TITLE: [REDACTED]  
 CHILDREN: [REDACTED]  
 PUBLIC PHONE: [REDACTED]

ISSUE DATE: AUGUST 17, 2022  
 EXPIRES: [REDACTED]

**Emergency Response for Childcare Providers**

The holder of this card is a currently certified teacher and will be holding the course content. This card is consistent with the most current state regulations and rules of state by requirement of Public Code 20.05. This card is not a replacement for a license.

NAME: [REDACTED]  
 TITLE: [REDACTED]  
 CHILDREN: [REDACTED]  
 PUBLIC PHONE: [REDACTED]

ISSUE DATE: AUGUST 17, 2022  
 EXPIRES: [REDACTED]

**Emergency Response for Childcare Providers**

The holder of this card is a currently certified teacher and will be holding the course content. This card is consistent with the most current state regulations and rules of state by requirement of Public Code 20.05. This card is not a replacement for a license.

NAME: [REDACTED]  
 TITLE: [REDACTED]  
 CHILDREN: [REDACTED]  
 PUBLIC PHONE: [REDACTED]

ISSUE DATE: AUGUST 17, 2022  
 EXPIRES: [REDACTED]

**Emergency Response for Childcare Providers**

The holder of this card is a currently certified teacher and will be holding the course content. This card is consistent with the most current state regulations and rules of state by requirement of Public Code 20.05. This card is not a replacement for a license.

NAME: [REDACTED]  
 TITLE: [REDACTED]  
 CHILDREN: [REDACTED]  
 PUBLIC PHONE: [REDACTED]

ISSUE DATE: AUGUST 17, 2022  
 EXPIRES: [REDACTED]

**Emergency Response for Childcare Providers**

The holder of this card is a currently certified teacher and will be holding the course content. This card is consistent with the most current state regulations and rules of state by requirement of Public Code 20.05. This card is not a replacement for a license.

NAME: [REDACTED]  
 TITLE: [REDACTED]  
 CHILDREN: [REDACTED]  
 PUBLIC PHONE: [REDACTED]

ISSUE DATE: AUGUST 17, 2022  
 EXPIRES: [REDACTED]

This is a good example of how to document an item that is Not Applicable to your program.

#### ADMINISTERING MEDICATION

If possible, any medication should be administered to the student at home. Medication includes, but is not limited to, prescription drugs, non-prescription (over-the-counter) medicines and ointments. The school will not administer any of these items without authorization from both the student's parent and physician, documented on the school's Medication Administration Order form.

#### Each Medication Must Be:

- ! labeled with your child's first and last name
- ! in its original container or packaging
- ! with an intact Pharmacy Label -OR- an intact Manufacturer's Label
- ! not past the expiration date
- ! accompanied by the manufacturer's measuring device (if applicable)
- ! accompanied by its own Medication Administration Order form (Parts A and B)

#### Additionally:

- ! the first dose of a new medication must be given at home to observe for any side effects
- ! if your child requires a sunscreen, please apply prior to the start of the school day. We will not reapply sunscreen on your child.

Figure 1. As stated in our Family Handbook, we do not allow staff to apply sunscreen to children/students.

# Program does not apply sunscreen to children.

## Employee Manual, Personal Care Routines &amp; Safety Policies p.4

Employee Manual - Personal Care Routines and Safety Policies  
Page 4

8. Store bagged, soiled clothing for parents in an area inaccessible to children. Dispose of paper liner in trash can (if used).
9. Clean the diapering surface by spraying it with Method, wipe clean, then spray with disinfectant, allowing it to air dry or wiping it off after the recommended dwell time (1 minute).
1. Adult washes hands. Record the change in the child's log.

\*Note: All changes must be completed on a surface that can be cleaned and disinfected after use. Because changing a child from the floor level or on a chair puts the adult in an awkward position and increases the risk of contamination it is recommended that a changing table be used when possible.

Diapering procedures are consistent with the guidelines of the American Academy of Pediatrics, ERS, and NAEYC. Procedures for diapering are posted in every changing area.

Diapers shall be checked for wetness and feces at least hourly, visually inspected at least every two hours, whenever a child wakes up from a nap, and whenever the child indicates discomfort or exhibits behavior that suggests a soiled or wet diaper. Diapers shall be changed when they are found to be wet or soiled. Modern disposable diapers can be checked for wetness by feeling the diaper through the clothing and fecal contents can be assessed by smell. Nonetheless, since these methods of checking may be inaccurate, the diaper should be opened and checked visually at least every two hours.

# 5A.18

For children in diapers, each diaper changing table is used exclusively by one designated class of children:



### SUGGESTED PRACTICES FOR HEALTH

#### HEALTH PRACTICES

Good hygiene is practiced by everyone, children and staff, throughout the day. Frequent hand washing is encouraged. Hand washing procedures are taught to the children and periodically monitored. Staff should assist children with hand washing as necessary. Children and adults wash their hands: on arrival for the day; after using the toilet; after handling bodily fluids, before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking; after playing in water that is shared by two or more people; and after handling pets and other animals or any material such as sand, dirt, or surfaces that might be contaminated by contact with animals. Adults also wash their hands: before and after feeding a child, before after administering medication after assisting a child with toileting; and after handling garbage or cleaning.

Show that your written hand hygiene policy instructs adults to wash or sanitize their hands:

- Before and after feeding a child
- Before and after administering medication
- After handling garbage
- After cleaning

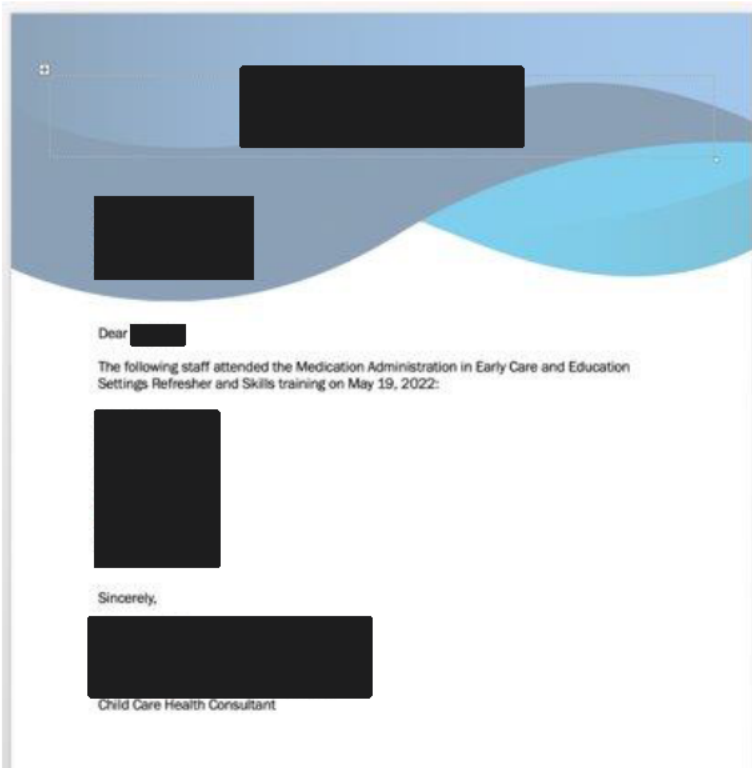
Bullet 1

Bullets 3  
and 4

Figure 1. As stated in program's Staff Handbook.

Bullet 2





[redacted] *Employee Manual, Illness and Medication, Page 5*

### *Medications*

The family services director or one of the family partnership coordinators usually administer medications for children. Occasionally, an educator is asked to give a child a dose of medication (if the child is more comfortable taking it from the educator, for example.) If educators must administer special medical procedures, they must demonstrate competency in the procedure and are guided in writing about how to perform the procedure by the prescribing health care provider. **All staff who administer medication receive annual training in medication administration.**

It is always the educator's responsibility to make sure that the medication is given to the correct child. This is one reason why educators must always be able to identify the children in their care by first and last name.

[REDACTED] *Employee Manual, Illness and Medication, Page 6*

[REDACTED] *Child Medication Policy*

[REDACTED] administers doctor-prescribed medication to children when they need it during school hours. Parents deliver medication to the front desk administrator and complete a 'Medication Administration Release.' Medications are typically dispensed by an administrator, or an administrator may enlist the help of an educator to give medicine (if the child is more comfortable with the educator, or if the medication must be given at a time when the administrator is not available.) Medications are stored (and locked) in the family service director's office, except in the case of emergency medicines (like an Epipen, Diazepam, or, in some instances, asthma medications) that must stay near the child. (Emergency medications must be kept in the classroom's first aid kit, which is locked away from children, but easily accessible by staff at all times.)

Family Handbook, page 16


SLEEP SAFETY GUIDELINES FOR INFANTS

ensures all educators place infants younger than 12 months on their backs to sleep. To maintain safety for infants during sleep, children under 12 months are not permitted to have any soft items in their cribs, including blankets, pillows, quilts, sheepskins, or soft toys.

We do NOT use infant sleep positioners (unless ordered by a pediatrician) Infant sleep positioners are devices intended to keep an infant in a desired position while sleeping. Examples include sleeping bolsters, wedge-style positioners, rolled up blankets placed under the infant, or elevated crib mattresses.

Infants sleep only in their designated cribs - they are not left to sleep in a car safety seat, swing, bouncer, stroller, infant seat or highchair. Allowable sleep equipment includes cribs, play yards, cots, mats, sleeping bags or pads, or Montessori floor beds. If an infant arrives to their classroom already asleep, or falls asleep in equipment that is not specifically designed for sleep, the infant is removed and placed in the child's designated crib.

### ***Toothbrushing Guidelines***

The earlier that tooth brushing becomes a daily, pleasurable habit, the more likely that children will continue to make oral hygiene a lifelong practice. Regular tooth brushing, along with good nutrition and routine dental care, can prevent tooth decay and gum disease. At , children brush their teeth at least once after breakfast, lunch or snack, and rinse out their mouths when they do not brush.

## Family Handbook p. 16

SLEEP SAFETY GUIDELINES FOR INFANTS

ensures all educators place infants younger than 12 months on their backs to sleep. To maintain safety for infants during sleep, children under 12 months are not permitted to have any soft items in their cribs, including blankets, pillows, quilts, sheepskins, or soft toys.

We do NOT use infant sleep positioners (unless ordered by a pediatrician). Infant sleep positioners are devices intended to keep an infant in a desired position while sleeping. Examples include sleeping bolsters, wedge-style positioners, rolled up blankets placed under the infant, or elevated crib mattresses.

Infants sleep only in their designated cribs - they are not left to sleep in a car safety seat, swing, bouncer, stroller, infant seat or highchair. Allowable sleep equipment includes cribs, play yards, cots, mats, sleeping bags or pads, or Montessori floor beds. If an infant arrives to their classroom already asleep, or falls asleep in equipment that is not specifically designed for sleep, the infant is removed and placed in the child's designated crib.

**EARLY ARRIVAL (BEFORE 7:30 A.M.)**

Before 7:30 a.m., children may **not** walk to class by themselves and may **not** be left unattended. If you arrive before this time and your child is not enrolled in Before School Care, please park your vehicle and wait until 7:30 a.m. to use our autoline service. **Please refrain leaving vehicles idling when in or away from the vehicle.**

Figure 1. Found within the Program's Family Handbook. Families are reminded that if they arrive prior to arrival time, they can park in their vehicle to wait, but is asked to refrain from idling their vehicle while in or away from vehicle.

**PARKING**

When parking your vehicle, display your auto-sign where it is visible. This is helpful if we need to find you. Please remember that parking is not permitted in reserved stalls, in front of the dumpster, or where it obstructs the traffic flow. During the Regular Arrival time (7:30 - 8:00 A.M.), parking is only permitted in the [REDACTED] parking area with exception to special events, programs or if otherwise noted. **Please refrain leaving vehicles idling when in or away from the vehicle.**

Figure 2. Found within the Program's Family Handbook. If families need to park their vehicle for any reason, they are reminded to refrain from idling vehicle.

## SAFETY

## Food Safety and Storage

Preparing and serving food is a daily routine in any child care environment, and it is critical to children's health and safety to be sure the food you serve is safe to eat. While anyone can get very sick by unknowingly eating bacteria-contaminated foods, young children are at higher risk because their digestive systems and immunities are still developing. This not only limits the types of food they can be exposed to; it also affects their ability to fight off infections and illnesses caused by contaminated food and may expose them to a life-threatening allergic reaction.

When you, as a care provider, understand and consistently practice simple safety precautions for storing, preparing, and serving foods, including breast milk, you protect against contamination, spoilage, and possible spread of foodborne illnesses. In addition, when you ask family members about their child's food allergies, and are diligent about ensuring that the child is not given those foods, you can help prevent the child from having a serious allergic reaction.

## FOOD SAFETY AND STORAGE

## FOOD SAFETY

### Why is it important?

- Proper food preparation and storage reduces the chances of food poisoning from food spoilage.
- Eating bacteria-contaminated foods can be dangerous, even deadly, for young children.

### Procedures:

#### 1. Keep food preparation process and area clean:

- Wash your hands before handling food, frequently during food preparation, and afterwards (see *Hand Washing Procedures* resource for more information).
- Wash and sanitize all surfaces and equipment used for food preparation (see *Cleaning, Sanitizing, and Disinfecting Procedures* resource for more information).
- Protect food preparation areas from insects, pests, and other animals.



#### 2. Separate raw and cooked foods:

- Separate raw meat, poultry, and seafood from other foods.
- Use separate equipment and utensils such as knives and cutting boards for handling raw foods.
- Store food in leak-proof containers to avoid contact between raw and prepared foods.

#### 3. Cook thoroughly:

- Cook foods thoroughly, especially meats, poultry, eggs, and seafood, to recommended temperatures.

#### 4. Keep foods at safe temperatures:

- Keep hot foods hot and cold foods cold.
- Do not leave cooked foods at room temperature for more than two hours.

#### 5. Use clean, safe water and raw materials:

- Use clean, safe water to wash and cook foods.
- Wash fruits and vegetables, especially if eaten raw.
- Do not use food beyond its expiration date.

Every staff member is required to complete a **Health and Safety Assessment** (to be in accordance with the state DHS) which covers information on food safety and storage.

**SNACK MENU**

The School provides a snack and beverage (water) in the afternoon (for those exceeding an eight hour day). The food items served are those listed on our Standard Snack Menu or other items listed on our Suggested Snack List and graciously donated by families. The PM snack will consist of two components; e.g. crackers and fruit, cheese and crackers (with water as the beverage) and milk will be served in the afternoon with a carbohydrate or fruit. Parents will consult with you before providing snack for your classroom. **Staff should discard any food with expired dates.**

**STANDARD SNACK MENU**  
(served regularly by the school)

Food Item	Serving Size
Wheat Thins, Ritz crackers	4-5 crackers
Goldfish crackers	20 pieces
Cheese Nips, Sunshine Cheez-Its	11-12 crackers
Natural cheese	½ ounce
Nilla wafers	3 cookies
Dried fruit	¼ cup
Apple sauce	½ cup
Multi grain Cheerios	1/3 cup
Water (always available)	not restricted

Figure 1. Found within Program's Staff Handbook, staff are advised to discard any food with expired dates.

## FOOD SAFETY AND STORAGE

29

**FOOD SAFETY***Why is it important?*

- Proper food preparation and storage reduces the chances of food poisoning from food spillage.
- Eating bacteria-contaminated foods can be dangerous, even deadly, for young children.

*Procedures:*

- 1. Keep food preparation process and area clean:**
  - Wash your hands before handling food, frequently during food preparation, and afterwards (see Hand Washing Procedures resource for more information).
  - Wash and sanitize all surfaces and equipment used for food preparation (see Cleaning, Sanitizing, and Disinfecting Procedures resource for more information).
  - Protect food-preparation areas from insects, pests, and other animals.
- 2. Separate raw and cooked foods:**
  - Separate raw meat, poultry, and seafood from other foods.
  - Use separate equipment and utensils such as knives and cutting boards for handling raw foods.
  - Store food in leak-proof containers to avoid contact between raw and prepared foods.
- 3. Cook thoroughly:**
  - Cook foods thoroughly, especially meats, poultry, eggs, and seafood, to recommended temperatures.
- 4. Keep foods at safe temperatures:**
  - Keep hot foods hot and cold foods cold.
  - Do not leave cooked foods at room temperature for more than two hours.
- 5. Use clean, safe water and raw materials:**
  - Use clean, safe water to wash and cook foods.
  - Wash fruits and vegetables, especially if eaten raw.
  - Do not use food beyond its expiration date.



HAR §17-891.35, §17-892.1.36, §17-892.1.37, §17-895-38, §17-895-39 (a) (3), §17-896-34

Figure 2. As stated in the Basic Health and Safety Practices Booklet, food should not be used past its expiration date.



Employee Manual, Nutrition: Meals and Food Service, pp 5-6

## *Staff Document Food Intake for Special Feeding Needs and for All Infants*

Staff document in detail for parents the type and quantity of food the child consumes for infants, in the event of special feeding needs such as food intolerance, allergy, overweight, underweight, diabetes, or medical conditions that require the use of specialized feeding equipment such as feeding tubes.

Employee Manual, Nutrition: Meals and Food Service, p. 5

## Breast Feeding

If parents of children at [REDACTED] want to breastfeed their children here during the day, we will provide a private, comfortable place for them to do so. If an enrolled child is still taking breast milk that the parent wants us to provide here, we will store and handle the breast milk properly. **All breast milk received is labeled with the infant's full name and the date it was expressed.** If a parent makes such a request of an educator, the educator should contact an administrator.

These are the labels used to identify breastmilk. They are populated with the child's name. Parents write in the date the milk was expressed, and complete the remaining dates of freezer or fridge storage.

..  
milk expressed \_\_\_\_/\_\_\_\_/\_\_\_\_  
( ) in freezer compartment, separate door, 0 F,  
since \_\_\_\_/\_\_\_\_/\_\_\_\_ (discard after six months)  
( ) has not been in freezer  
( ) in fridge since \_\_\_\_/\_\_\_\_/\_\_\_\_ (discard after five days)

..  
milk expressed \_\_\_\_/\_\_\_\_/\_\_\_\_  
( ) in freezer compartment, separate door, 0 F,  
since \_\_\_\_/\_\_\_\_/\_\_\_\_ (discard after six months)  
( ) has not been in freezer  
( ) in fridge since \_\_\_\_/\_\_\_\_/\_\_\_\_ (discard after five days)

..  
milk expressed \_\_\_\_/\_\_\_\_/\_\_\_\_  
( ) in freezer compartment, separate door, 0 F,  
since \_\_\_\_/\_\_\_\_/\_\_\_\_ (discard after six months)  
( ) has not been in freezer  
( ) in fridge since \_\_\_\_/\_\_\_\_/\_\_\_\_ (discard after five days)

..  
milk expressed \_\_\_\_/\_\_\_\_/\_\_\_\_  
( ) in freezer compartment, separate door, 0 F,  
since \_\_\_\_/\_\_\_\_/\_\_\_\_ (discard after six months)  
( ) has not been in freezer  
( ) in fridge since \_\_\_\_/\_\_\_\_/\_\_\_\_ (discard after five days)

*This information is found in the Staff Policy Handbook*

### Infant Nutrition

- Except for human milk, the staff serves only formula and infant food that comes to the program in factory-sealed containers (e.g. ready-to-feed powder or concentrate formulas and baby food jars) prepared according to the manufacturer's instructions.
- The program supports breastfeeding. Mothers who are nursing are always welcome to come into the infant room to nurse their baby. The program will accept, and store expressed human milk for feedings. Human milk must be in ready-to-feed bottles with the child's full name and date milk expressed.
- Bottles may be stored no longer than 48 hours. Before feeding the breast milk bottle, staff will gently mix milk by tilting side to side. Do not shake.
- Formula and human milk bottles will be warmed in the bottle warmer. **Staff will discard after two hours any bottle that is not completely consumed.**
- Staff will not offer solid foods and fruit juices to infants younger than 6 months unless recommended by the child's doctor and approved by the parents. No solids may be added to infant bottles.
- If the juice is served to infants older than 6 months, it must be 100% fruit juice and limited to no more than 4 ounces per day.
- Staff will feed infants when they seem hungry. Infants are held for feeding. Bottles may not be propped at any time. Food is not used in lieu of other forms of comfort.
- Staff will not feed cow's milk to infants younger than 12 months unless recommended by the child's doctor and approved by the parents.

## FOOD SAFETY AND STORAGE

## FOOD SAFETY

*Why is it important?*

- Proper food preparation and storage reduces the chances of food poisoning from food spoilage.
- Eating bacteria-contaminated foods can be dangerous, even deadly, for young children.

*Procedures:***1. Keep food preparation process and area clean:**

- Wash your hands before handling food, frequently during food preparation, and afterwards (see *Hand-Washing Procedures* resource for more information).
- Wash and sanitize all surfaces and equipment used for food preparation (see *Cleaning, Sanitizing, and Disinfecting Procedures* resource for more information).
- Protect food-preparation areas from insects, pests, and other animals.

**2. Separate raw and cooked foods:**

- Separate raw meat, poultry, and seafood from other foods.
- Use separate equipment and utensils such as knives and cutting boards for handling raw foods.
- Store food in leak-proof containers to avoid contact between raw and prepared foods.

**3. Cook thoroughly:**

- Cook foods thoroughly, especially meats, poultry, eggs, and seafood, to recommended temperatures.

**4. Keep foods at safe temperatures:**

- Keep hot foods hot and cold foods cold.
- Do not leave cooked foods at room temperature for more than two hours.

**5. Use clean, safe water and raw materials:**

- Use clean, safe water to wash and cook foods.
- Wash fruits and vegetables, especially if eaten raw.
- Do not use food beyond its expiration date.

HAR §17-891.1-35, §17-892.1-36, §17-892.1-37, §17-895-38, §17-895-39 (a) (b), §17-896-34

#### LUNCH POLICY

To ensure the health and safety of your children at lunch, we ask for your assistance. Label each item in your children's lunchboxes with their name and date. This will minimize the chance of your child mistakenly consuming another child's food. Refrigeration is no longer provided. How you pack your child's lunch is how it will be served. To ensure proper food temperatures are maintained, hot items should be stored in an insulated thermos container and cold items should be packed with an ice pack. In accordance with safe food handling procedures, all food items will be discarded at the conclusion of lunch.

Figure 1. As stated in our Family Handbook, food served to students are served "as is" and is not heated prior to consumption.

**Program does not heat children's food or beverages prior to consumption.**



Figure 1. Sanitizer and Disinfectant proportioners installed for proper dilution of cleaner.



Figure 2. Bottles for “cleaning”, “sanitizing” and “disinfecting” with proper labels, dilutions, dwell time and instructions on dry time.

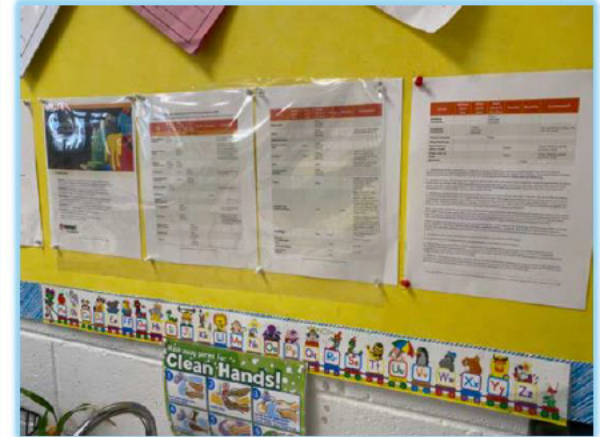



Figure 3. NAEYC’s Frequency Table is posted in all classrooms for reference.

**During Professional Development, staff review cleaning, disinfecting and sanitizing procedures as according to NAEYC’s Frequency Table.**



### Foaming Luxury Hand Soap

Encourage regular handwashing with our most popular general purpose hand soap. This luxurious pink foaming soap from **Health Guard<sup>®</sup>** cleans hands thoroughly and helps eliminate germs. The rich, soft lather washes away light to medium soils without drying or leaving residue on the skin.

Added moisturizers including Aloe and Vitamin E nourish the skin, promoting frequent handwashing. The light tropical scent is pleasant and doesn't overwhelm making it ideal for use in any environment including schools and universities, restaurants, office buildings, restrooms and healthcare facilities.

This hand soap, and all Kutol hand soap, is made in the USA and Green Seal<sup>®</sup> certified for health, safety and performance. The thick formula won't run off hands and is for use in Kutol's wall mount automatic dispensers, manual dispensers and counter mount. Gallon and portable bottles are also available. For more information on placing an order, contact your local Kutol representative.


[CONTACT A KUTOL REP NOW!](#)

#### DESCRIPTION


**SAFETY DATA SHEET**

**PRODUCT SHEET**

- Effective general purpose hand soap
- Soft, rich foam cleans light to medium soils
- Contains Aloe and Vitamin E
- Green Seal<sup>®</sup> Certified
- USDA Certified Biobased Product
- Rose color with tropical fragrance



This product meets Green Seal's globally recognized environmental leadership standard.



USDA Certified Biobased Product

**Figure 1. Kutol Foaming Luxury Hand Soap is used for handwashing by Program staff and students. This product is certified a Green Seal product.**

## Stride<sup>®</sup> Citrus HC Neutral Cleaner

Stride<sup>®</sup> Citrus Neutral Cleaner is a non-alkaline formulation for everyday cleaning of floors and other hard surfaces.

SELECT A SIZE

2 x 84.5 oz./2.5 L J-F110  
SKU: 904716

#### Certifications

- Green Seal GreenguardCFIA
- Kosher

#### Features

- Concentrated formulations deliver economical cleaning performance
- Low-foaming formula allows for less emptying of recovery tanks and increased productivity
- Neutral pH formulation that does not require rinsing and dries film-free



**Figure 2. Stride Citrus HC Neutral Cleaner is used by [redacted] employees, the school's designated cleaning services. This product is a certified Green Seal product.**

# 6A.6: Example #1

Monday, August 8		Tuesday, August 9		Wednesday, August 10		Thursday, August 11		Friday, August 12	
7:30 AM	Arrive	7:30 AM	Arrive	7:30 AM	Arrive	7:30 AM	Arrive	7:30 AM	Arrive
8:00 AM	Introductions	8:00 AM	Introductions	8:00 AM		8:00 AM		8:00 AM	
8:30 AM	Travel to Yoga	8:30 AM	Active Shooter Presentation Parish Hall	8:30 AM	Painting Activity C-Building Courtyard	8:30 AM	NAEYC Accreditation C-Building Courtyard	8:30 AM	Open House Prep
9:00 AM	Restorative Yoga	9:00 AM		9:00 AM		9:00 AM		9:00 AM	
9:30 AM		9:30 AM	Housekeeping C-Building Courtyard	9:30 AM		9:30 AM	Open House Discussion	9:30 AM	Open House with Families
10:00 AM	Travel to Lunch	10:00 AM		10:00 AM	NAEYC Accreditation C-Building Courtyard	10:00 AM		10:00 AM	
10:30 AM		10:30 AM		10:30 AM		10:30 AM	C-Building Courtyard	10:30 AM	Open House Cleanup
11:00 AM	Lunch	11:00 AM		11:00 AM		11:00 AM		11:00 AM	Potluck Prep
11:30 AM		11:30 AM	Lunch C-Building Courtyard	11:30 AM	Lunch C-Building Courtyard	11:30 AM	Lunch C-Building Courtyard	11:30 AM	
12:00 PM	Travel to Campus	12:00 PM		12:00 PM		12:00 PM		12:00 PM	Potluck Lunch
12:30 PM		12:30 PM		12:30 PM	Classroom Prep	12:30 PM		12:30 PM	
1:00 PM		1:00 PM		1:00 PM		1:00 PM		1:00 PM	
1:30 PM	Housekeeping C-Building Courtyard	1:30 PM	Classroom Prep	1:30 PM	Mindfulness with Parish Hall	1:30 PM	Classroom Prep	1:30 PM	Classroom Prep
2:00 PM		2:00 PM		2:00 PM		2:00 PM		2:00 PM	
2:30 PM		2:30 PM		2:30 PM	Classroom Prep	2:30 PM		2:30 PM	
3:00 PM	Leave	3:00 PM	Leave	3:00 PM	Leave	3:00 PM	Leave	3:00 PM	Leave

Figure 1. During our Professional Development Week at the start of the 2022-2023 School Year, staff participated in multiple team-bonding and self-care/wellness activities to help promote a collaborative and inclusive organizational climate. On Monday, August 8, as a group staff attended a Restorative Yoga class at [redacted] Administration then organized a “Paint-by-Numbers” activity and Mindfulness, Meditation and Yoga class for Wednesday, August 10.



Figure 2. Staff enjoy a relaxing class of Restorative Yoga to help relax, recover and rejuvenate their mind and body.



Figure 3. Staff enjoyed a painting activity while alongside one another talking and getting to know each other.



# 6A.6: Example #2

*This information is found in the Staff Policy Handbook*

## Staff Committees

██████ believes that staff members should have an active involvement in developing policies, programs, and activities. In order to accomplish this, there are a number of staff committees that engage in ongoing planning and activities. Each staff member is required to select a committee to serve on during the year.

Staff Committee List  
2022-2023

**Safety**

1. Ara
2. FE
3. LAUREN

**Faith Formation**

1. Infant- Magnolia Taylor
2. Toddler- Sarah
3. Preschool- Michelle

**Trunk n Treat (Oct. 28)**

1. Sandra
2. Lily Porto
3. Kimberly
4. Susan
5. Jackie
6. Mica

**Christmas Carnival (Dec. 15)**

1. Denise
2. DANIELLE
3. Fota
4. Mariana
5. SANDRITA

**Mardi Gras Madness (Feb. 21)**

1. Luci
2. \_\_\_\_\_

**Rodeo Days (Mar. 8)**

1. Nancy Ruiz-Castillo
2. Saadia Siddiqui
3. Mithra
4. Claudia Cordova B.

**Dad's Night (Mar. 23)**

4. Elisa
5. Kariman
6. Karina U
7. Jenifer

**Spring Family Day (Apr. 23)**

1. Melissa
2. Mel
3. Jessica M.

**Week of the Young Child (Apr. 17-20)**

1. Stacey
2. Fernanda
3. Cammyn
4. Christine
5. Patricia

**MEETINGS/LUNCH**

- 1) Classroom teaching teams meet once a week during their scheduled prep times and as needed.
- 2) Teachers and Assistant Teachers' lunch is one-half hour daily. Teachers and Assistant Teachers may also utilize their lunch breaks for grade level meetings.
- 3) At anytime should a Teacher and/or Assistant Teacher need to take a break, please contact school administration and arrangement for coverage will be made.

Figure 1. Found within Program's Staff Handbook Supplement. Staff are given prep time and planning time.

██████████ Employee Manual, Daily Policies and Procedures, page 7:

Per DHS regulation ██████████: “A facility person with symptoms of a communicable disease or infection that can be transmitted directly or indirectly and which may threaten the health of children in care shall be excluded from attendance until the facility operator receives notification from a physician or CRNP that the person is no longer considered a threat to the health of others. The notification shall be retained in the facility person's file. Exclusion from the facility is required for diseases and conditions specified in ██████████ (relating to communicable and noncommunicable diseases).”

Also, DHS regulation ██████████ states: “A facility person with a discharging or infected wound, sore or lesion on the hands, arms or an exposed portion of the body shall be excluded from child care and food preparation activities until the operator receives written notification from a physician or CRNP that the person may return to child care or food preparation. The notification shall be retained in the person's file.” and that “A facility person with a herpes infection may not be present with infants younger than 3 months of age.”

**SUPPORT AND RESOURCES FOR STAFF MENTAL HEALTH**

If at any time, staff need assistance in stress management, prevention, and treatment of depression and/or general wellness, reach out to Program administration for assistance.

Staff's health and well-being are at the top of the Program's priority and want to offer help and support to those who may need it.

**Figure 1. Found within Program's Staff Handbook, staff are asked to reach out to Program administration if in need of support for mental health.**

**Other Leaves of Absence**

The School recognizes that circumstances may arise which require an employee to be away from work for a limited period of time that is not covered by another time-away-from work program. Therefore, to allow employees to maintain their working relationship with the School, an unpaid leave of absence may be granted for medical or compelling personal reasons at the discretion of the School.

The exact amount of leave time granted in each case will be determined based on the circumstances of the request and the workload of the affected department.

Each case will be reviewed on an individual basis, taking into consideration the length of leave request and the position involved. Leaves mandated by state or federal laws will be granted in accordance with those laws.

Employees must return to work on the scheduled day, unless the School approves the extension in advance. Failure to return to work at the end of leave may be considered a voluntary resignation.

**Figure 2. If ever in need to take a leave of absence due to mental health (or other circumstances), Program offers unpaid leave during their time of absence.**

## Employee Manual, Injury Prevention &amp; Treatment pp.5-6

## Child Abuse Reporting Procedure

**Reporting Procedure When Person Suspected of Child Abuse is Unknown or is a Person Outside of [REDACTED]** All [REDACTED] employees and volunteers are mandated reporters, and are required to report suspected child abuse. If an employee or volunteer has any reason to believe a situation could be "suspected child abuse", the employee or volunteer must immediately make an oral report of suspected child abuse to the department via the Statewide telephone number (Child Line - [REDACTED]) a written report using electronic technologies.

[REDACTED] A mandated reporter making an oral report of suspected child abuse shall also make a witness report, which may be submitted electronically, within 48 hours. Immediately after filing the report, notify Family Services Director, [REDACTED] or the administrator on site. The administrator shall facilitate the cooperation of [REDACTED] with the investigation of the report.

**Reporting Procedure When the Person Suspected of Child Abuse is a [REDACTED] Employee:** Any [REDACTED] employee who has reasonable cause to suspect, on the basis of professional or other training and experience, that a child coming before them is a victim of serious bodily injury or sexual abuse or sexual exploitation by another [REDACTED] employee, shall immediately contact the executive director, unless the executive director is the person that the employee suspects. If the executive director is the person suspected, the [REDACTED] employee shall report directly to law enforcement officials and the district attorney as outlined below.

The executive director who is contacted by a [REDACTED] employee who suspects another employee of child abuse, shall immediately report the suspected abuse to law enforcement officials and the district attorney ([REDACTED]). The report shall include the following information:

- Name, age and home address of the child;
- Name and address of the school or center;
- Name and address of the child's parents or guardians;
- Name and address of the executive director or center employee who filed the report;
- Name, work and home address of the [REDACTED] employee suspected of abuse;
- Nature of the alleged offense; and
- Any specific comments or observations that are directly relate to the alleged incident and the individuals involved.

## All Staff are Mandated Reporters of Suspected Child Abuse

[REDACTED] is responsible for the care and well-being of the children and families that it serves. Consequently, [REDACTED] will not tolerate any abusive behaviors on the part of any employee or parent. Employees are trained to look for sign of abuse. Any suspected child abuse must be reported according to The Child Protective Services Law (CPSL). The [REDACTED] policy is outlined below.

If someone who does not work at [REDACTED] accuses an employee of abusing a child at [REDACTED], all staff members involved will cooperate completely in all aspects of the investigation. Classroom coverage will be immediately arranged so the accused staff member can document her or his account of the event(s) in question. The accused staff member will be suspended with pay while the authorities determine if the allegation is founded. All efforts will be made to preserve the confidentiality of the accused staff member, the child allegedly abused, plus all surrounding circumstances. At the same time, any and all relevant staff members (the accused, any witnesses, as well as administrators) are expected to give their full cooperation to authorities.

If authorities determine the abuse allegation is unfounded, the accused staff member returns to duty. If authorities determine the abuse allegation is founded, the accused staff member is immediately dismissed. Even after the allegation is resolved, any and all staff members who have information about the identity of the individuals involved and the details of the case are expected to keep this information confidential. No part of this private information may be revealed to any other person or agency unless required by law.

**Health Insurance**

The School provides comprehensive medical and dental insurance plan coverage for its employees. Employees must promptly complete and return all enrollment forms.

**Medical Coverage:** Full-time employees who work for 20 or more hours per week are eligible to enroll in the medical plan on the first of the month following their date of hire. Part time employees must work twenty (20) or more hours per week for four (4) consecutive weeks to become eligible for medical insurance. Coverage would begin the first of the month following the qualification period.

Should an eligible employee decline to join the medical plan, he/she must complete Form HC-5 on an annual basis.

The School will pay for most of the cost of single coverage under the lowest-cost medical insurance plan offered by the School. For individual coverage, employees will be required to make a premium contribution of 1.5% of their gross wages, and the School will pay for the remainder. If the employee desires family coverage, he/she pays the difference between individual and family premium costs.

**Dental Coverage:** After one month of service, employees are eligible to enroll themselves and eligible dependents in the School's dental plan the first of the following month.

**Plan Provisions:** Detailed brochures and Summary Plan Descriptions outline the benefits provided under these plans. Brochures and SPDs can be obtained in the Administration/Head of School office.

**As stated in our staff handbook,  
staff are offered health insurance  
(medical and dental).**

**Holidays**

The Company recognizes the following paid holidays for regular full-time employees who have satisfactorily completed the orientation period:

New Year's Day	Independence Day
Dr. Martin Luther King, Jr. Day	██████████ Day
Presidents' Day	Labor Day
██████████ Day	Columbus/Discovers Day
Good Friday	Veterans' Day
Memorial Day	Thanksgiving Day
██████████ Day	Christmas Day

When a holiday falls on your regularly scheduled day off, you may receive, at the Company's option, either a compensatory day off or straight time pay for your regularly scheduled shift.

**Personal Days**

Eligible employees are provided with three Personal Days per year. Personal Days may not be carried over from one year to the next and may only be used during the year they are awarded. Personal days may be used in half-day increments. Personal days may NOT be added on to a school holiday/vacation.

**Sick Leave**

The School's sick pay policy is designed to provide a continuation of pay during limited periods when an employee is unable to work due to his or her own illness or injury or that of their spouse/civil union partner, child, or stepchild. Regular full-time and regular part-time employees are eligible to earn and use paid sick leave after completing thirty (30) days of service. Employees are awarded 10 days per year. Sick leave pay is only available for use after it's been awarded.

Each employee who becomes ill or injured and unable to work is required to notify his or her supervisor of any absence at least hours (2) hours before the shift to allow for another employee to cover the shift.

Employees may contact their supervisor via email or telephone, but should not leave messages with a coworker. If a supervisor cannot be reached, contact the Administration Department. |

Sick leave must be taken in full day increments. Non-exempt employees making scheduled visits to a health care provider during the workday may not use sick leave pay for such visits.

Sick leave is paid at the employee's straight time rate of pay multiplied by the number of hours the employee was scheduled to work on the day of absence. Sick leave pay is not counted when calculating overtime. There is no payment for unused sick pay upon termination. Sick leave may not be carried over from year to year.

For absences of three or more days, employees may be required to present a certificate from a physician or other evidence acceptable to the School, certifying that the absence was due to the employee's inability to work and specifying work restrictions, if any. **To comply with the federal Genetic Information Non-Discrimination Act ("GINA"), we are asking that you or your health care provider not provide any "genetic information," including but not limited to any family medical history information, when responding to any request for a doctor's note or work release.** "Genetic information" as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Figure 1. As stated in program Staff Handbook, employee benefits package include holidays, sick leave, and personal days.

**Tuition Assistance**

The School recognizes the benefit of employees' furthering their education. Therefore, the School policy is to reimburse employees for tuition costs as set forth below.

Employees who have been with the School at least one (1) year and who desire to take advantage of this benefit must obtain pre-approval of the course or program of study he or she decides to take or pursue before enrolling in such course or program of study. Employees who receive a grade of "B" or higher (or an equivalent numerical grade) will be eligible for reimbursement. No reimbursement will be made for grades below a "B" (or numerical equivalent). If a class is only graded as "PASS" or "FAIL" reimbursement will only be made for employees who receive a "PASS."

Tuition reimbursement will be limited to \$500.00 for each calendar year and may be taxable under Internal Revenue Service regulations. Employees will only be reimbursed for courses taken at accredited colleges and universities. Courses and programs of study must be either Early Childhood Education or related to preparing the employee for advancement within the Company to be eligible for reimbursement. An employee's supervisor and the Head of School will make the determination whether such course or program of study is eligible for reimbursement. The costs for books, fees and supplies will not be reimbursed to the employee.

Figure 1. As stated in program Staff Handbook, tuition assistance is offered to employees who have been with the program for at least one (1) year.



**Retirement Pension Plan**

As an employee, you are eligible to receive benefits under a pension plan designed to provide a monthly income to assist you in your retirement, once you become vested under the plan. The plan is paid for entirely by the School. No contribution is required by you.

You are urged to carefully read the Summary Plan Description (“SPD”) provided to you. The SPD describes your rights and obligations under the plan, as well as those of your dependents if applicable. If you have any questions regarding your pension plan or the SPD, please see the Administration/Head of School.

Figure 1. As stated in program Staff Handbook, a retirement pension plan is offered to employees.

### *Break and Lunch*

Staff members working 4 hours or less do not receive a break. Staff members who work 4.25-6 hours receive a 30 minute break. Staff members working at least 6.25 hours receive a one hour break.

This break is not to be taken in the classroom, even if the children are napping. Employees may eat lunch in the staff lounges on the first and fifth floors and/or in the resource room on the third floor during break. The only place that employees are allowed to store their personal food is in the staff refrigerators in the first and fifth floor staff lounges. All items must be labeled with the staff person's name and date. All other refrigerators are for use only. Employees may not eat any food or beverages in the classroom, other than what is served to the children.

Breaks may not be taken at the beginning or at the end of the employee's shift without prior approval from the executive director.

Daily Policies & Procedures pg 8

**MEETINGS/BREAK/LUNCH**

- 1) Classroom teaching teams meet once a week during their scheduled prep times and as needed.
- 2) Teachers and Assistant Teachers' lunch is one-half hour daily. Teachers and Assistant Teachers may also utilize their lunch breaks for grade level meetings.
- 3) After 4 consecutive hours of working directly with students, staff are able to take a 15-minute break.
- 4) At anytime should a Teacher and/or Assistant Teacher need to take a break, please contact school administration and arrangement for coverage will be made.

Figure 1. Found within Program's Staff Handbook Supplement. If at any time staff need to step away for a break, they can contact administration for assistance.

# 6B.2: Example #1



Figure 1. Program's Preschool 3 staff email one another to discuss meeting with each other to review and go over grade-level's portfolio in preparation for the NAEYC re-accreditation visit. All grade-level staff worked together to collaborate to compile and complete their portfolios.

## A—Responsibilities to co-workers

### Ideals

**I3A.1**—To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.

**I3A.2**—To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

**I3A.3**—To support co-workers in meeting their professional needs and in their professional development.

**I3A.4**—To accord co-workers due recognition of professional achievement.

Staff are encouraged to work with one another to not only create meaningful relationships but also build respect, trust, collaboration and cooperation within the Program.

## LINES OF COMMUNICATION

As a school, our families have entrusted us with the care of their child's safety, growth and development. In taking this responsibility, it is essential that we, the teachers and staff, establish open lines of communication with our families. In doing so, it is our hope to strengthen the community that has become [redacted]. The following means of communication have been set up to encourage exchange of information and to grow relationships among the members of our school community.

### 1. E-MAIL

E-mail will be the primary line of communication between school and home. Teachers will send daily e-mails with the day's activities, pictures and most importantly, reminders regarding upcoming events and activities. School administration will send school-wide emails with updates, reminders and important information. **Parents are expected to read all emails and be responsible for the information provided.** If you choose not to provide your e-mail address, a hard copy can be sent home, by request only. You are asked to sign an agreement regarding this policy. Our staff/Administration will not be responsible for information shared and not read by families.

### 2. SCHOOL OFFICE

The School Office is the central hub of the school. Feel free to call if you have questions, concerns, any pertinent information or changes regarding your child, and important changes. You may also leave a message for your child's teacher(s). The number for the School Office is [redacted].

### 3. BACKPACK EXPRESS

On the first day of school, a binder clip will be attached to your child's backpack. This is a quick and convenient means of day-to-day communication between home and school. Check the clip daily and we will do the same. Also note that any unauthorized correspondence (flyers, cards, notes, etc.) or packages (gifts, goody bags, etc.) may be opened or returned by the school unless prior approval has been obtained from the School Office and/or your child's classroom teachers. Only school correspondence will be allowed via Backpack Express. Personal notes (invitations, thank you cards, etc.) need to be exchanged off campus.

### 4. SCHOOL DIRECTORY

The School Directory is an optional listing of mailing and email addresses and telephone numbers for [redacted] families. The directory is only distributed to school families and staff and will not be used or distributed for purposes of solicitation.

### 5. CONFERENCES

Parent/Teacher conferences are scheduled both in the Fall and Spring, however, parents and teachers may request formal or informal meetings at any time. It is important to inform your child's teachers of any changes occurring at the home (e.g., a new baby, death, extended absence of a loved one) as these may affect your child both at home and at school.

### 6. STUDENT PROGRESS REPORT

Student Progress Reports are teacher assessments of your child's growth and progress throughout the school year. Two reports will be sent home - the first in January at the end of the first semester and the second in May at the closing of the school year.

## Ethical Responsibilities to Families

Families\* are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

### Ideals

**I2.1**—To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

**I2.2**—To develop relationships of mutual trust and create partnerships with the families we serve.

**I2.3**—To welcome all family members and encourage them to participate in the program, including involvement in shared decision making.

The Program goes above and beyond to build relationships with the families they serve. The Program believes communication is key to building mutual trust and partnerships and therefore has create multiple lines of communication much of which is daily.

Figure 1. Found within Program's Family Handbook, the Program uses multiple lines of communication between home and school.

A National Model of Excellence in Toddler, Preschool, and School-Age Care and Education

## ADVOCACY UPDATE

### Selected to Participate in National Public Policy Forums

In light of our reputation for [program excellence](#) and compelling [advocacy work](#), recently participated in two invitation-only national forums to inform child care policy.

#### Supporting Working Families: ACF Roundtable on Improving Access to High-Quality Child Care

Hosted by the Administration for Children and Families (ACF), a division of the US Department of Health and Human Services, the recent [Supporting Working Families](#) roundtable was one of 10 stops on ACF's national "listening tour." The aim: address the lack of affordable, high-quality child care for working families. Child care is, in fact, one of the biggest expenses a family faces.

Designed to hear directly from families, providers, and employers, [Supporting Working Families](#) included the voices of 15 parents and 11. [Executive Director](#), ACF provided stipends to help defray parents' loss of income from taking the day off from work to attend. Parents participating reflected a range of financial circumstances, including those receiving subsidy, paying privately, and whose children cannot enroll in our full-day program due to an extensive waiting list for child care subsidy. Because several parents speak a language other than English, a Family Partnership staff member attended to translate and interpret.



Parent perspective.

Two parents are also teachers and shared their perspectives. Teacher noted that she works at a nationally accredited program yet this level of quality



Describe what they seek from child care providers to assure that their children can thrive.

is currently out of reach for her own children due to the extensive waiting list for child care subsidy. She described some of the challenges. "There is no system to advise me where I am on the wait list, I've applied as early as December for child care for the following summer. Despite numerous follow-ups, summer arrived with no word about my subsidy status. Without high-quality enrichment while I'm at work, in the summer my daughter lost skills and knowledge she had gained during the academic year," says Edith.



Addresses the audience during small group discussion on issues, barriers, and solutions.

On the roundtable's [Innovation panel](#), offered insights on [Learning Lab](#) and new professional development opportunities for child care providers. Offered the opportunity to remind policy makers of what she and many other advocates view as the greatest challenge.

"We are honored to participate in this roundtable and appreciate that ACF seeks solutions to these pressing issues. But we cannot add more children into a broken system. In and elsewhere, subsidy reimbursement rates fall far below the actual cost of providing high-quality child care. We must take better care of the children enrolled in programs and ensure that providers have the necessary funding to fairly compensate teachers and cover all the other expenses impacting quality. Only when rates reflect the true cost of care can we open the doors to high-quality programs for more children and families," says



Roundtable at the ACF provided a range of perspectives.

#### Alliance for Early Success Elevating State Policies For/With the Early Education Profession National Forum, September 24-25

The [Alliance](#) is a national organization bringing together state, national, and funding partners to improve state policies for children, from birth through age 8. [The Alliance provided an all-expense paid trip for](#), [Executive Director](#), and teacher. They were among the 200 advocates, experts, state policy leaders, and educators sharing views about better supporting and preparing the early care and education profession. "It is incredible to have teachers and providers not just invited to the table in these national discussions but encouraged to speak up and offer our views. Only by working together can we best serve the needs of all children and families," says

Raise your voice as an advocate. [Learn more.](#)

## NURTURING SOCIAL EMOTIONAL COMPETENCE Encouraging Students to "Choose Kindness"

***Program-Wide Professional Development Plan***

Ongoing professional development is an essential part of maintaining a high quality program. In addition to designing individual professional development plans for each teaching staff, we are also committed to arranging for center wide training on relevant topics. The Governance Committee (made up with representatives from educational staff, administrative staff and family services staff) reviews the current Strategic Plan and goals to determine objectives for the center's Annual Professional Development/Inservice Days (held each year in August and again in February). When needed, additional trainings are scheduled to address the center's goals. **Trainings include, but are not limited to:**

**• Ethical Issues**

- Working with children and families of diverse races, cultures and languages
- Early childhood education and curriculum approaches (including an initial orientation for new teaching staff in the curriculum used in their classroom- e.g. High Scope, Blueprint for Early Literacy, Tools of the Mind, and Project Based Learning)
- Communication and collaboration skills for adequate participation as a member of a teaching team
- Child Development (including specific training for teaching staff on the ages and developmental stages of the children that they teach)
- Training relevant to the special circumstances of the children that we teacher (e.g. migrant children, non-English speakers, homeless children, impoverished children, and so forth)
- Program policies and procedures
- Mentoring and/or coaching experiences in all domains of development and teaching

This program-wide professional development plan is reviewed annually, at a minimum, and is also updated as the training needs of our unique center change. Our goal is to assure that any training scheduled, for individual staff or for the agency as a whole, is relevant and timely to meet the needs of our families and communities. This plan is shared with all staff, center-wide.



**TRAINING TRACKS**  
SPRING 2022

Resource for Child  
Care Training Classes,  
Updates & MORE

**Contents**

- 2 TEACHING RESPONSIBILITY
- 3 BUDGET-FRIENDLY FOODS
- 5-7 CHILD CARE RESOURCES
- 8 BOOKS WE LOVE
- 16-18 IN-PERSON TRAINING SCHEDULE
- 19 SCHOLARSHIPS
- 20-22 ONLINE TRAINING SCHEDULE
- 23-26 TRAINING CATALOG

**PATCH Classes for PARENTS!** Many of our classes are great for parents. Look for the Parent Symbol in the Training Calendar!

 Sign Up Today!

Figure 1. [REDACTED] sends out season trainings for teachers to participate. This “Training Tracks” documents provides training opportunities, resources and other tools for educators.



Teachers *Teaching* Teachers  
THE PROFESSIONAL DEVELOPMENT CENTER

[REDACTED] SCHOOL

Edited By: [REDACTED]  
Clare FC, Olga Francisco

**WE ARE ALL  
LANGUAGE LEARNERS!**  
A CHILD-CENTERED FAMILY  
LITERACY WORKSHOP FOR  
PARENTS OF 3-8 YEAR OLDS

Join us in exploring the landscape of early literacy development! Together with progressive educators at Hanalei Ohl School, you are invited to engage in a workshop to better understand how young children learn language, subvert/steepen your child-centered mindset, and discover strategies for engaging with your child at their current stage of language-learning. We'll also examine some of the worries or frustrations that may come with supporting young language-learners and offer insight on how children's passions, interests, and curiosities can become a vehicle for learning. We hope participants will walk away with new, strength-based perspectives and strategies that can be used right away in the home setting.

This event is sponsored by Hui Hanalei Ohl, who offers a number of Parent Enrichment activities to current families in the Hanalei Ohl School community each year. Hui Hanalei Ohl is extending their resources to parents in the greater community during this challenging and historic time, and invites you to join parents from near and far in our celebration of progressive education.

We Are All Language Learners!  
A Child-Centered Family Literacy Workshop for Parents of 3-8 Year Olds

[CLICK HERE TO LEARN MORE & REGISTER](#)

Figure 2. Neighboring private institutions host professional development courses and invite educators in the area to participate.



## ORIENTATION CHECKLIST

Employee's Name: \_\_\_\_\_ Hire Date: \_\_\_\_\_

Are you a substitute or volunteer?  Yes  No

I have been informed of the following and/or have been given a copy of:	Initials	Date
1. The Minimum Standards for Child Care Providers by the Department of Family and Protective Services (Licensing)		
2. The program's childcare policies, including positive guidance and discipline strategies		
3. Recognition of symptoms of child abuse, neglect, and sexual molestation and the responsibility and procedures for reporting these		
4. Procedures for handling emergencies and healthy/safety guidelines including the release of children		
5. Procedures to observe and evaluate children for symptoms of illness, and the appropriate action to take with an injured child		
6. Preventing and responding to emergencies due to food or an allergic reaction		
7. Administering medication including compliance with authorization necessary before administering a medication to a child (if applicable)		
8. Building and physical premises safety, including identification and protection from hazards that can cause bodily injury		
9. Procedure for handling, storing, and disposing of hazardous materials including universal precautions when handling blood or bodily fluids containing blood		
10. Procedure for transporting children whose chronological or developmental age is younger than nine years old (if applicable)		
11. Observation of the age group to be served		
12. An overview of planned daily activities of the facility, which reflects the ethnic background, gender, abilities, and makeup of families of the children, as well as the diversity of cultures represented in the community, and curriculum		
13. Emergency procedures and the use and location of fire extinguishers/first aid equipment		
14. The childcare's philosophy, mission and goals		
15. The employee handbook with personnel policies and NAEYC Code of Ethics		
16. My job description		
17. An overview of developmental milestones of assigned children		
18. Overview of the _____ process and criteria		

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# 6D.1

*This information is found in the Staff Policy Handbook*

### **NAEYC Code of Ethical Conduct**

All staff will abide by the NAEYC Code of Ethical Conduct. You will be provided a copy of the code during orientation. Professional development training is conducted annually to review and discuss ethical issues.

## ORIENTATION CHECKLIST

# 6D.2



Employee's Name: \_\_\_\_\_ Hire Date: \_\_\_\_\_

Are you a substitute or volunteer?  Yes  No

I have been informed of the following and/or have been given a copy of:	Initials	Date
1. The Minimum Standards for Child Care Providers by the Department of Family and Protective Services (Licensing)		
2. The program's childcare policies, including positive guidance and discipline strategies		
3. Recognition of symptoms of child abuse, neglect, and sexual molestation and the responsibility and procedures for reporting these		
4. Procedures for handling emergencies and healthy/safety guidelines including the release of children		
5. Procedures to observe and evaluate children for symptoms of illness, and the appropriate action to take with an injured child		
6. Preventing and responding to emergencies due to food or an allergic reaction		
7. Administering medication including compliance with authorization necessary before administering a medication to a child (if applicable)		
8. Building and physical premises safety, including identification and protection from hazards that can cause bodily injury		
9. Procedure for handling, storing, and disposing of hazardous materials including universal precautions when handling blood or bodily fluids containing blood		
10. Procedure for transporting children whose chronological or developmental age is younger than nine years old (if applicable)		
11. Observation of the age group to be served		
12. An overview of planned daily activities of the facility, which reflects the ethnic background, gender, abilities, and makeup of families of the children, as well as the diversity of cultures represented in the community, and curriculum		
13. Emergency procedures and the use and location of fire extinguishers/first aid equipment		
14. The childcare's philosophy, mission and goals		
15. The employee handbook with personnel policies and NAEYC Code of Ethics		
16. My job description		
17. An overview of developmental milestones of assigned children		
18. Overview of the _____ process and criteria		

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## ORIENTATION CHECKLIST

# 6D.3



Employee's Name: \_\_\_\_\_ Hire Date: \_\_\_\_\_

Are you a substitute or volunteer?  Yes  No

I have been informed of the following and/or have been given a copy of:	Initials	Date
1. The Minimum Standards for Child Care Providers by the Department of Family and Protective Services (Licensing)		
2. The program's childcare policies, including positive guidance and discipline strategies		
3. Recognition of symptoms of child abuse, neglect, and sexual molestation and the responsibility and procedures for reporting these		
4. Procedures for handling emergencies and healthy/safety guidelines including the release of children		
5. Procedures to observe and evaluate children for symptoms of illness, and the appropriate action to take with an injured child		
6. Preventing and responding to emergencies due to food or an allergic reaction		
7. Administering medication including compliance with authorization necessary before administering a medication to a child (if applicable)		
8. Building and physical premises safety, including identification and protection from hazards that can cause bodily injury		
9. Procedure for handling, storing, and disposing of hazardous materials including universal precautions when handling blood or bodily fluids containing blood		
10. Procedure for transporting children whose chronological or developmental age is younger than nine years old (if applicable)		
11. Observation of the age group to be served		
12. An overview of planned daily activities of the facility, which reflects the ethnic background, gender, abilities, and makeup of families of the children, as well as the diversity of cultures represented in the community, and curriculum		
13. Emergency procedures and the use and location of fire extinguishers/first aid equipment		
14. The childcare's philosophy, mission and goals		
15. The employee handbook with personnel policies and NAEYC Code of Ethics		
16. My job description		
17. An overview of developmental milestones of assigned children		
18. Overview of the _____ process and criteria		

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## ORIENTATION CHECKLIST

# 6D.4



Employee's Name: \_\_\_\_\_ Hire Date: \_\_\_\_\_

Are you a substitute or volunteer?  Yes  No

I have been informed of the following and/or have been given a copy of:	Initials	Date
1. The Minimum Standards for Child Care Providers by the Department of Family and Protective Services (Licensing)		
2. The program's childcare policies, including positive guidance and discipline strategies		
3. Recognition of symptoms of child abuse, neglect, and sexual molestation and the responsibility and procedures for reporting these		
4. Procedures for handling emergencies and healthy/safety guidelines including the release of children		
5. Procedures to observe and evaluate children for symptoms of illness, and the appropriate action to take with an injured child		
6. Preventing and responding to emergencies due to food or an allergic reaction		
7. Administering medication including compliance with authorization necessary before administering a medication to a child (if applicable)		
8. Building and physical premises safety, including identification and protection from hazards that can cause bodily injury		
9. Procedure for handling, storing, and disposing of hazardous materials including universal precautions when handling blood or bodily fluids containing blood		
10. Procedure for transporting children whose chronological or developmental age is younger than nine years old (if applicable)		
11. Observation of the age group to be served		
12. An overview of planned daily activities of the facility, which reflects the ethnic background, gender, abilities, and makeup of families of the children, as well as the diversity of cultures represented in the community, and curriculum		
13. Emergency procedures and the use and location of fire extinguishers/first aid equipment		
14. The childcare's philosophy, mission and goals		
15. The employee handbook with personnel policies and NAEYC Code of Ethics		
16. My job description		
17. An overview of developmental milestones of assigned children		
18. Overview of the _____ process and criteria		

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## TRAINING PLAN

Staff Name: \_\_\_\_\_ Date of Hire: \_\_\_\_\_

Position: \_\_\_\_\_ Age Group(s):  0-17 months  18-35 months  
 3-5 years  6-12 yearsRequired Number of Training Hours (check one):  Director/Primary Caregiver- 36 hours  Caregiver- 30 hoursAre you a substitute or volunteer?  Yes  No

Training Year (corresponds with hire date): \_\_\_\_\_

**Annual training will be completed in the following topics that are checked:****Required:**

- Child abuse/neglect (1 hour)
- Transportation safety  
(2 hours if transportation provided)
- CPR/First Aid

**At least six hours in one or more of the following:**

- Child growth and development
- Guidance and discipline
- Age-appropriate curriculum
- Teacher-child interaction
- Serving children with special needs

**Additional training must be in one or more of the following topics:**

- Care of children with special needs
- Child health (for example: nutrition and activity)
- Safety
- Risk management
- Identification and care of ill children
- Cultural diversity for children and families
- Professional development (for example: effective communication, time management)
- Topics relevant to the particular age group the caregiver is assigned
- Planning developmentally appropriate learning activities
- Observation and assessment
- Attachment and responsive caregiving
- Minimum standards and how they apply to the caregiver

**Annual training hours must also include training on the following topics:**

(There are no clock hour requirements for the topics in this section; all topics must be included in annual training.)

- Emergency preparedness
- Preventing and controlling the spread of communicable diseases, including immunizations
- Administering medication
- Preventing and responding to emergencies due to food or an allergic reaction
- Understanding building and physical premises safety, including identification and protection from hazards that can cause bodily injury such as electric hazards, bodies of water, and vehicular traffic
- Handling, storing, and disposing of hazardous materials

**If the center provides care for children younger than 24 months of age, one hour of the annual training must cover the following topics:**

- Recognizing and preventing shaken baby syndrome
- Preventing sudden infant death syndrome
- Understanding early childhood brain development

**Director additional training to meet TRS measures (3-6 hours)**

- Management techniques, leadership, or staff supervision
  - 5 years or less experience - 6 hours
  - 5 years or more experience - 3 hours
- Infant/Toddler or Pre-K Guidelines

**Additional training topics:**


---



---

Staff is required to complete child care related training **not including CPR/First Aid or Transportation safety** within 12 months from the date of their employment and during each subsequent 12-month period. **No more than 18 hours (caregivers) and 21 hours (directors/primary caregiver)** shall be self-instructed.

Staff Signature \_\_\_\_\_

Date \_\_\_\_\_

██████████  
**Professional Development Plan**  
 School Year 2022-2023

# 6D.7

Goals	Action
<b>Self-Care</b> <ul style="list-style-type: none"> <li>Avoid teacher/staff burnout</li> <li>Provide self-help skills workshop</li> <li>Importance of taking time away from the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>August 2022 – Program hired Dr. ██████████ to spend an hour with each staff member to check in and address any needs/desires with staff. One hour allotted. Report to follow.</li> <li>August 8, 2022 - Professional Development Week – Restorative Yoga class attended by staff.</li> <li>August 10, 2022 – Professional Development Week – Mindfulness, Meditation and Reflective Yoga class attended by staff.</li> </ul>
<b>Cultivate Strong Relationships with Colleagues</b> <ul style="list-style-type: none"> <li>Mentor program</li> <li>Ways to nurture relationships</li> </ul>	<ul style="list-style-type: none"> <li>Grade Level Teaching Chair assigned. Their responsibilities include communicating and ensuring that teachers within grade level are unified in curriculum, parent communication and stress level management.</li> <li>August 8 – 12, 2022 – Professional Development Week – Filled with “team bonding” activities such as paint-by-numbers activity, yoga, lunches, etc.</li> </ul>
<b>Incorporate Mindfulness/Inclusion</b> <ul style="list-style-type: none"> <li>For self-growth</li> <li>For students</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>August 10, 2022 – Professional Development Week – Mindfulness, Meditation and Reflective Yoga class attended by staff.</li> <li>August 11, 2022 – Discussion based on how to incorporate learned techniques and techniques others use in the classroom.</li> <li>Discussion on NAEYC Code of Ethical Conduct</li> <li>Discussion on how we can better serve those in need.</li> </ul>
<b>Curriculum/Culture</b> <ul style="list-style-type: none"> <li>Coursework/Opportunities</li> <li>Community outreach</li> <li>Communication skills</li> <li>School Policies and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Resources reviewed – ██████████ Learning and the Brain conference (Program hopes to send representatives in February 2023).</li> <li>HELDS Standards</li> <li>To better learn the needs of our community, Program will continue to refer to ██████████</li> <li>Guest lecturers (██████████) to focus on family communication.</li> <li>Review Staff Handbook, school policies and procedures, hold Q&amp;A with staff with discussion.             <ul style="list-style-type: none"> <li>COVID Policies</li> <li>Clothing Policies</li> <li>Discipline Policies</li> </ul> </li> </ul>

For our 2022-2023 School Year, our Professional Development Plan included discussion on Teacher Resources.

Discussion included local and national resources for teachers to refer to for more training and information.

██████████ is a local organization that helps support and improve the quality and availability of care for educators ██████████ They offer training classes and virtual learning experiences.

For our 2022-2023 School Year, our Professional Development Plan included team bonding activities such as yoga, painting and all staff lunches.

During our yoga session, the instructor offered ways to practice calm communication and collaboration techniques we can use to build stronger bonds with one another and a more positive work environment.

Each grade-level has a Grade Level Teacher Chair that acts as a mentor and support to those who may need it. This too supports a collaborate work environment.

<div style="text-align: center;"> <span style="background-color: black; color: black;">[REDACTED]</span>  <b>Professional Development Plan</b>            School Year 2022-2023         </div>	
Goals	Action
<b>Self-Care</b> <ul style="list-style-type: none"> <li>Avoid teacher/staff burnout</li> <li>Provide self-help skills workshop</li> <li>Importance of taking time away from the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>August 2022 – Program hired <span style="background-color: black; color: black;">[REDACTED]</span> to spend an hour with each staff member to check in and address any needs/desires with staff. One hour allotted. Report to follow.</li> <li>August 8, 2022 - Professional Development Week – Restorative Yoga class attended by staff.</li> <li>August 10, 2022 – Professional Development Week – Mindfulness, Meditation and Reflective Yoga class attended by staff.</li> </ul>
<b>Cultivate Strong Relationships with Colleagues</b> <ul style="list-style-type: none"> <li>Mentor program</li> <li>Ways to nurture relationships</li> </ul>	<ul style="list-style-type: none"> <li>Grade Level Teaching Chair assigned. Their responsibilities include communicating and ensuring that teachers within grade level are unified in curriculum, parent communication and stress level management.</li> <li>August 8 – 12, 2022 – Professional Development Week – Filled with “team bonding” activities such as paint-by-numbers activity, yoga, lunches, etc.</li> </ul>
<b>Incorporate Mindfulness/Inclusion</b> <ul style="list-style-type: none"> <li>For self-growth</li> <li>For students</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>August 10, 2022 – Professional Development Week – Mindfulness, Meditation and Reflective Yoga class attended by staff.</li> <li>August 11, 2022 – Discussion based on how to incorporate learned techniques and techniques others use in the classroom.</li> <li>Discussion on NAEYC Code of Ethical Conduct</li> <li>Discussion on how we can better serve those in need.</li> </ul>
<b>Curriculum/Culture</b> <ul style="list-style-type: none"> <li>Coursework/Opportunities</li> <li>Community outreach</li> <li>Communication skills</li> <li>School Policies and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Resources reviewed – <span style="background-color: black; color: black;">[REDACTED]</span> Learning and the Brain conference (Program hopes to send representatives in February 2023).</li> <li>HELDS Standards</li> <li>To better learn the needs of our community, Program will continue to refer to <span style="background-color: black; color: black;">[REDACTED]</span></li> <li>Guest lecturers (<span style="background-color: black; color: black;">[REDACTED]</span>) to focus on family communication.</li> <li>Review Staff Handbook, school policies and procedures, hold Q&amp;A with staff with discussion.             <ul style="list-style-type: none"> <li>COVID Policies</li> <li>Clothing Policies</li> <li>Discipline Policies</li> </ul> </li> </ul>

## TRAINING PLAN

Staff Name: \_\_\_\_\_ Date of Hire: \_\_\_\_\_

Position: \_\_\_\_\_ Age Group(s):  0-17 months  18-35 months  
 3-5 years  6-12 yearsRequired Number of Training Hours (check one):  Director/Primary Caregiver- 36 hours  Caregiver- 30 hoursAre you a substitute or volunteer?  Yes  No

Training Year (corresponds with hire date): \_\_\_\_\_

**Annual training will be completed in the following topics that are checked:****Required:**

- Child abuse/neglect (1 hour)
- Transportation safety  
(2 hours if transportation provided)
- CPR/First Aid

**At least six hours in one or more of the following:**

- Child growth and development
- Guidance and discipline
- Age- appropriate curriculum
- Teacher- child interaction
- Serving children with special needs

**Additional training must be in one or more of the following topics:**

- Care of children with special needs
- Child health (for example: nutrition and activity)
- Safety
- Risk management
- Identification and care of ill children
- Cultural diversity for children and families
- Professional development (for example: effective communication, time management)
- Topics relevant to the particular age group the caregiver is assigned
- Planning developmentally appropriate learning activities
- Observation and assessment
- Attachment and responsive caregiving
- Minimum standards and how they apply to the caregiver

**Annual training hours must also include training on the following topics:**

(There are no clock hour requirements for the topics in this section; all topics must be included in annual training.)

- Emergency preparedness
- Preventing and controlling the spread of communicable diseases, including immunizations
- Administering medication
- Preventing and responding to emergencies due to food or an allergic reaction
- Understanding building and physical premises safety, including identification and protection from hazards that can cause bodily injury such as electric hazards, bodies of water, and vehicular traffic
- Handling, storing, and disposing of hazardous materials

**If the center provides care for children younger than 24 months of age, one hour of the annual training must cover the following topics:**

- Recognizing and preventing shaken baby syndrome
- Preventing sudden infant death syndrome
- Understanding early childhood brain development

**Director additional training to meet TRS measures (3-6 hours)**

- Management techniques, leadership, or staff supervision
  - 5 years or less experience - 6 hours
  - 5 years or more experience - 3 hours
- Infant/Toddler or Pre-K Guidelines

**Additional training topics:**


---



---

Staff is required to complete child care related training **not including CPR/First Aid or Transportation safety** within 12 months from the date of their employment and during each subsequent 12-month period. **No more than 18 hours (caregivers) and 21 hours (directors/primary caregiver)** shall be self-instructed.



## TRAINING PLAN

Staff Name: \_\_\_\_\_ Date of Hire: \_\_\_\_\_

Position: \_\_\_\_\_ Age Group(s):  0-17 months  18-35 months  
 3-5 years  6-12 yearsRequired Number of Training Hours (check one):  Director/Primary Caregiver- 36 hours  Caregiver- 30 hoursAre you a substitute or volunteer?  Yes  No

Training Year (corresponds with hire date): \_\_\_\_\_

**Annual training will be completed in the following topics that are checked:****Required:**

- Child abuse/neglect (1 hour)
- Transportation safety  
(2 hours if transportation provided)
- CPR/First Aid

**At least six hours in one or more of the following:**

- Child growth and development
- Guidance and discipline
- Age-appropriate curriculum
- Teacher-child interaction
- Serving children with special needs

**Additional training must be in one or more of the following topics:**

- Care of children with special needs
- Child health (for example: nutrition and activity)
- Safety
- Risk management
- Identification and care of ill children
- Cultural diversity for children and families
- Professional development (for example: effective communication, time management)
- Topics relevant to the particular age group the caregiver is assigned
- Planning developmentally appropriate learning activities
- Observation and assessment
- Attachment and responsive caregiving
- Minimum standards and how they apply to the caregiver

**Annual training hours must also include training on the following topics:**

(There are no clock hour requirements for the topics in this section; all topics must be included in annual training.)

- Emergency preparedness
- Preventing and controlling the spread of communicable diseases, including immunizations
- Administering medication
- Preventing and responding to emergencies due to food or an allergic reaction
- Understanding building and physical premises safety, including identification and protection from hazards that can cause bodily injury such as electric hazards, bodies of water, and vehicular traffic
- Handling, storing, and disposing of hazardous materials

**If the center provides care for children younger than 24 months of age, one hour of the annual training must cover the following topics:**

- Recognizing and preventing shaken baby syndrome
- Preventing sudden infant death syndrome
- Understanding early childhood brain development

**Director additional training to meet TRS measures (3-6 hours)**

- Management techniques, leadership, or staff supervision
  - 5 years or less experience - 6 hours
  - 5 years or more experience - 3 hours
- Infant/Toddler or Pre-K Guidelines

**Additional training topics:**


---



---

Staff is required to complete child care related training **not including CPR/First Aid or Transportation safety** within 12 months from the date of their employment and during each subsequent 12-month period. **No more than 18 hours (caregivers) and 21 hours (directors/primary caregiver)** shall be self-instructed.

Staff Signature \_\_\_\_\_

Date \_\_\_\_\_

# 6D.11: Evaluation #1

Make sure the date or time period is within the 18 months prior to the visit.

Staff Self Evaluation		KEY How often observed:				
		C (90-100%)	F (80-89%)	O (70-79%)	N/R (0-29%)	
Employee: [REDACTED]						
Evaluation period: 2021-2022						
<b>1. GENERAL WORK HABITS</b>						
a. Is reliable and on time for all activities and assignments and able to follow all procedures correctly.		X				
b. Follows regulatory guidelines found in the Staff Manual.		X				
<b>2. CLASSROOM</b>						
a. Creates an inviting learning environment by integrating the center's curriculum appropriately and by providing developmentally appropriate activities and materials that foster inquiry and discovery.		X				
b. Enhances the curriculum with trips and other outside resources.			X			
c. Is flexible and responsive to children's interests. Extends curriculum around those interests.		X				
d. Documents, analyzes, and plans from regular, on-going observations and assessment; documents curriculum and learning (using bulletin boards, photos, journals, portfolios, weekly or monthly parent letters, books and so on).		X				
e. Handles transitions well by giving five-minute warnings, preparing for the next activities and limiting wait time to under three minutes.		X				
<b>INTERACTIONS WITH CHILDREN</b>						
a. Friendly, warm, and affectionate - demonstrates physical affection and nurturing; has interactions with children on eye-level; speaks properly and clearly in a modulated voice; shows respect for children's feelings.		X				
b. Uses appropriate classroom management and discipline techniques; encourages independence in problem solving; allows the children to engage in the High Scope Resolving Conflict outline.		X				
<b>INTERACTIONS WITH FAMILIES</b>						
a. Builds relationships and consistently communicates with families using daily communication policy, is		X				

approachable and available to parents; shares concerns with parents tactfully and in appropriate setting and maintains confidentiality.				
b. Prepares for each parent conference and conducts them on schedule. Can communicate details of child's development.	X			
c. Can professionally articulate program goals and expectations.		X		
<b>WORK ENVIRONMENT</b>				
a. Is friendly and respectful with others; assumes a fair share of work; offers and shares ideas and materials with co-workers; involves other team members in planning.	X			
b. Supervises assistant teachers, substitutes, students, volunteers and foster grandparents in compliance with regulations.	X			
c. Works with Special Needs Coordinator to refer children with special needs; reports appropriate items to supervisor.	X			
<b>PROFESSIONAL DEVELOPMENT AND ADVOCACY</b>				
a. Keeps current with developments in the profession and regularly reads professional literature.		X		
b. Participates in at least two professional or cultural activities outside the center. Please list: 1. 2.			X	
<b>Comments:</b>				
Updated 2022				

# 6D.11: Evaluation #2

Staff Self Evaluation		KEY How often observed: C - Consistently F - Frequently O - Occasionally N - Never / Rarely			
Employee: [REDACTED]					
Evaluation period: 2021-2022					
		C	F	O	N/R
		(90-100%)	(80-89%)	(70-69%)	(0-29%)
<b>1. GENERAL WORK HABITS</b>					
a.	Is reliable and on time for all activities and assignments and able to follow all procedures correctly.	X			
b.	Follows regulatory guidelines found in the Staff Manual.	X			
<b>2. CLASSROOM</b>					
a.	Creates an inviting learning environment by integrating the center's curriculum appropriately and by providing developmentally appropriate activities and materials that foster inquiry and discovery.	X			
b.	Enhances the curriculum with trips and other outside resources.	X			
c.	Is flexible and responsive to children's interests. Extends curriculum around those interests.	X			
d.	Documents, analyzes, and plans from regular, on-going observations and assessment; documents curriculum and learning (using bulletin boards, photos, journals, portfolios, weekly or monthly parent letters, books and so on).	X			
e.	Handles transitions well by giving five-minute warnings, preparing for the next activities and limiting wait time to under three minutes.	X			
<b>INTERACTIONS WITH CHILDREN</b>					
a.	Friendly, warm, and affectionate - demonstrates physical affection and nurturing; has interactions with children on eye-level; speaks properly and clearly in a modulated voice; shows respect for children's feelings.	X			
b.	Uses appropriate classroom management and discipline techniques; encourages independence in problem solving; allows the children to engage in the High Scope Resolving Conflict outline.	X			
<b>INTERACTIONS WITH FAMILIES</b>					
a.	Builds relationships and consistently communicates with families using daily communication policy, is	X			

Make sure the date or time period is within the 18 months prior to the visit.

approachable and available to parents; shares concerns with parents tactfully and in appropriate setting and maintains confidentiality				
b.Pre pares for each parent conference and conducts them on schedule. Can communicate details of child's development	X			
c.Can professionally articulate program goals and expectations	X			
<b>WORK ENVIRONMENT</b>				
a.Is friendly and respectful with others; assumes a fair share of work; offers and shares ideas and materials with co-workers; Involves other team members in planning	X			
b.Supervises assistant teachers, substitutes, students, volunteers and foster grandparents in compliance with regulations	X			
c.Works with Special Needs Coordinator to refer children with special needs; reports appropriate items to supervisor	X			
<b>PROFESSIONAL DEVELOPMENT AND ADVOCACY</b>				
a.Keeps current with developments in the profession and regularly reads professional literature	X			
b. Participates in at least two professional or cultural activities outside the center. Please list: 1. Teach STEM courses at Arcadia University 2. Work with NAEYC on Loose Parts article	X			
<b>Comments:</b>				
Updated 2022				

THE MCCORMICK CENTER FOR EARLY CHILDHOOD LEADERSHIP  
AT NATIONAL LOUIS UNIVERSITY IS PLEASED TO ACKNOWLEDGE THAT

██████████  
HAS SUCCESSFULLY COMPLETED

A4X | Module 2: Recruiting, Selecting, and Orienting Staff

of the Am! Excellence™ National Director Credential

Date of Completion: May 30, 2023

By completing this module, the above recipient has earned

Am! Excellence 16.00 Clock Hours

PLEASE SCAN QR CODE OR VISIT ADDRESS BELOW FOR STATE CREDENTIAL INFORMATION

<http://www.nlu.edu/naeyc/naeycnae4x>

Devinia Jacobson  
Devinia Jacobson, MSW  
Executive Director

██████████  
Lorena Rodriguez  
Lorena Rodriguez  
Am! Excellence Manager

THE MCCORMICK CENTER FOR EARLY CHILDHOOD LEADERSHIP  
AT NATIONAL LOUIS UNIVERSITY IS PLEASED TO ACKNOWLEDGE THAT

██████████  
HAS SUCCESSFULLY COMPLETED

A4X | Module 4: Managing Program Operations

of the Am! Excellence™ National Director Credential

Date of Completion: July 18, 2023

By completing this module, the above recipient has earned

Am! Excellence 16.00 Clock Hours

PLEASE SCAN QR CODE OR VISIT ADDRESS BELOW FOR STATE CREDENTIAL INFORMATION

<http://www.nlu.edu/naeyc/naeycnae4x>

Devinia Jacobson  
Devinia Jacobson, MSW  
Executive Director

██████████  
Lorena Rodriguez  
Lorena Rodriguez  
Am! Excellence Manager

THE MCCORMICK CENTER FOR EARLY CHILDHOOD LEADERSHIP  
AT NATIONAL LOUIS UNIVERSITY IS PLEASED TO ACKNOWLEDGE THAT

██████████  
HAS SUCCESSFULLY COMPLETED

A4X | Module 5: Building a Sound Business Strategy

of the Am! Excellence™ National Director Credential

Date of Completion: August 7, 2023

By completing this module, the above recipient has earned

Am! Excellence 16.00 Clock Hours

PLEASE SCAN QR CODE OR VISIT ADDRESS BELOW FOR STATE CREDENTIAL INFORMATION

<http://www.nlu.edu/naeyc/naeycnae4x>

Devinia Jacobson  
Devinia Jacobson, MSW  
Executive Director

██████████  
Lorena Rodriguez  
Lorena Rodriguez  
Am! Excellence Manager

Figure 1. The Program's Assistant Head of School participated in an online leadership course titled "██████████ Leadership Academy." During this course, she enrolled in online classes aimed in training for the betterment of fulfilling her administrative role. Course work included "Recruiting, Selecting and Orienting Staff," "Managing Program Operations," and "Building a Sound Business Strategy." These classes were completed through The McCormick Center for Early Childhood Leadership at National Louis University.

Professional Development Plan School Year 2021-2022	
Goals	Action
<b>Self-Care</b> <ul style="list-style-type: none"> <li>Avoid teacher/staff burnout</li> <li>Importance of taking time away from the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Administration to provide adequate substitute list and full staff roster to allow teachers to take Personal Days.</li> <li>Full staff roster will allow for Special Assistants and Specialist Teachers to cover lunches daily.</li> </ul>
<b>COVID Response</b> <ul style="list-style-type: none"> <li>Review of current policies</li> <li>Receive feedback on what is working and what is not.</li> </ul>	<ul style="list-style-type: none"> <li>Hold discussion with all staff to review current COVID policies, get feedback on what is working, what is not, what can be improved.</li> <li>Administration to take suggestions back to School Board for further discussion.</li> </ul>
<b>Community</b> <ul style="list-style-type: none"> <li>Community outreach/engagement</li> <li>Communication skills</li> <li>School Policies and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>Engage in more community programs and activities, among community of [redacted] ECE Community and/or Private School Community.</li> <li>Discussion on how we can better our communication with families. Email? In-person? Backpack Express?</li> <li>Review Staff Handbook, school policies and procedures, hold Q&amp;A with staff with discussion.               <ul style="list-style-type: none"> <li>COVID Policies</li> <li>Clothing Policies</li> <li>Discipline Policies</li> </ul> </li> </ul>

Figure 1. Professional Development Plan for the 2021-2022 School Year.

The Program Professional Development Plan may change annually or as needed based on the current needs of the Program staff, families and students.

As seen from the two figures provided, the Professional Development plan from 2022-2023 is a little different than that of 2021-2022.

Professional Development Plan School Year 2022-2023	
Goals	Action
<b>Self-Care</b> <ul style="list-style-type: none"> <li>Avoid teacher/staff burnout</li> <li>Provide self-help skills workshop</li> <li>Importance of taking time away from the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>August 2022 – Program hired Dr. [redacted] to spend an hour with each staff member to check in and address any needs/desires with staff. One hour allotted. Report to follow.</li> <li>August 8, 2022 – Professional Development Week – Restorative Yoga class attended by staff.</li> <li>August 10, 2021 – Professional Development Week – Mindfulness, Meditation and Reflective Yoga class attended by staff.</li> </ul>
<b>Cultivate Strong Relationships with Colleagues</b> <ul style="list-style-type: none"> <li>Mentor program</li> <li>Ways to nurture relationships</li> </ul>	<ul style="list-style-type: none"> <li>Grade Level Teaching Chair assigned. Their responsibilities include communicating and ensuring that teachers within grade level are unified in curriculum, parent communication and stress level management.</li> <li>August 8 – 12, 2022 – Professional Development Week – Filled with “team bonding” activities such as paint-by-numbers activity, yoga, lunches, etc.</li> </ul>
<b>Incorporate Mindfulness/Inclusion</b> <ul style="list-style-type: none"> <li>For self-growth</li> <li>For students</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>August 10, 2021 – Professional Development Week – Mindfulness, Meditation and Reflective Yoga class attended by staff.</li> <li>August 11, 2021 – Discussion based on how to incorporate learned techniques and techniques others use in the classroom.</li> <li>Discussion on MAEYC Code of Ethical Conduct</li> <li>Discussion on how we can better serve those in need.</li> </ul>
<b>Curriculum/Culture</b> <ul style="list-style-type: none"> <li>Coursework/Opportunities</li> <li>Community outreach</li> <li>Communication skills</li> <li>School Policies and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Resources reviewed – [redacted] Learning and the Brain conference (Program hopes to send representatives in February 2023).</li> <li>HELDS Standards</li> <li>To better learn the needs of our community, program will continue to refer to [redacted]</li> <li>Guest lecturers ([redacted]) to focus on family communication.</li> <li>Review Staff Handbook, school policies and procedures, hold Q&amp;A with staff with discussion.               <ul style="list-style-type: none"> <li>COVID Policies</li> <li>Clothing Policies</li> <li>Discipline Policies</li> </ul> </li> </ul>

Figure 2. Professional Development Plan for the 2022-2022 School Year.

Monday, August 8		Tuesday, August 9		Wednesday, August 10		Thursday, August 11		Friday, August 12	
7:30 AM	Arrive	7:30 AM	Arrive	7:30 AM	Arrive	7:30 AM	Arrive	7:30 AM	Arrive
8:00 AM	Introductions	8:00 AM	Introductions	8:00 AM		8:00 AM		8:00 AM	Open House Prep
8:30 AM	Travel to Yoga	8:30 AM	Active Shooter Presentation Parish Hall	8:30 AM	Painting Activity C-Building Courtyard	8:30 AM	NAEYC Accreditation C-Building Courtyard	8:30 AM	
9:00 AM	Restorative Yoga	9:00 AM		9:00 AM		9:00 AM		9:00 AM	
9:30 AM		9:30 AM		9:30 AM		9:30 AM	Open House Discussion	9:30 AM	Open House with Families
10:00 AM	Travel to Lunch	10:00 AM	Housekeeping C-Building Courtyard	10:00 AM	NAEYC Accreditation C-Building Courtyard	10:00 AM	C-Building Courtyard	10:00 AM	Open House Cleanup
10:30 AM		10:30 AM		10:30 AM		10:30 AM		10:30 AM	Potluck Prep
11:00 AM	Lunch	11:00 AM		11:00 AM		11:00 AM	Lunch	11:00 AM	
11:30 AM		11:30 AM	Lunch C-Building Courtyard	11:30 AM	Lunch C-Building Courtyard	11:30 AM	C-Building Courtyard	11:30 AM	
12:00 PM	Travel to Campus	12:00 PM		12:00 PM	Classroom Prep	12:00 PM		12:00 PM	Potluck Lunch
12:30 PM		12:30 PM		12:30 PM		12:30 PM		12:30 PM	
1:00 PM		1:00 PM	Classroom Prep	1:00 PM		1:00 PM	Classroom Prep	1:00 PM	
1:30 PM	Housekeeping C-Building Courtyard	1:30 PM		1:30 PM	Mindfulness Parish Hall	1:30 PM	Classroom Prep	1:30 PM	Classroom Prep
2:00 PM		2:00 PM		2:00 PM		2:00 PM		2:00 PM	
2:30 PM		2:30 PM		2:30 PM	Classroom Prep	2:30 PM		2:30 PM	
3:00 PM	Leave	3:00 PM	Leave	3:00 PM	Leave	3:00 PM	Leave	3:00 PM	Leave

Figure 1. During our Professional Development Week at the start of the 2022-2023 School Year, we shared our Professional Development Plan with our staff in conjunction with discussions and other activities mentioned within the plan itself.

████████████████████  
**Professional Development Plan**  
 School Year 2022-2023

Goals	Action
<p><b>Self-Care</b></p> <ul style="list-style-type: none"> <li>• Avoid teacher/staff burnout</li> <li>• Provide self-help skills workshop</li> <li>• Importance of taking time away from the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2022 – Program hired Dr. ██████████ to spend an hour with each staff member to check in and address any needs/desires with staff. One hour allotted. Report to follow.</li> <li>• August 8, 2022 - Professional Development Week – Restorative Yoga class attended by staff.</li> <li>• August 10, 2022 – Professional Development Week – Mindfulness, Meditation and Reflective Yoga class attended by staff.</li> </ul>
<p><b>Cultivate Strong Relationships with Colleagues</b></p> <ul style="list-style-type: none"> <li>• Mentor program</li> <li>• Ways to nurture relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level Teaching Chair assigned. Their responsibilities include communicating and ensuring that teachers within grade level are unified in curriculum, parent communication and stress level management.</li> <li>• August 8 – 12, 2022 – Professional Development Week – Filled with “team bonding” activities such as paint-by-numbers activity, yoga, lunches, etc.</li> </ul>
<p><b>Incorporate Mindfulness/Inclusion</b></p> <ul style="list-style-type: none"> <li>• For self-growth</li> <li>• For students</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• August 10, 2022 – Professional Development Week – Mindfulness, Meditation and Reflective Yoga class attended by staff.</li> <li>• August 11, 2022 – Discussion based on how to incorporate learned techniques and techniques others use in the classroom.</li> <li>• Discussion on NAEYC Code of Ethical Conduct</li> <li>• Discussion on how we can better serve those in need.</li> </ul>
<p><b>Curriculum/Culture</b></p> <ul style="list-style-type: none"> <li>• Coursework/Opportunities</li> <li>• Community outreach</li> <li>• Communication skills</li> <li>• School Policies and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Resources reviewed ██████████ Learning and the Brain conference (Program hopes to send representatives in February 2023).</li> <li>• HELDS Standards</li> <li>• To better learn the needs of our community, Program will continue to refer to ██████████</li> <li>• Guest lecturers (██████████) to focus on family communication.</li> <li>• Review Staff Handbook, school policies and procedures, hold Q&amp;A with staff with discussion.             <ul style="list-style-type: none"> <li>• COVID Policies</li> <li>• Clothing Policies</li> <li>• Discipline Policies</li> </ul> </li> </ul>

Each year, during allotted Professional Development time prior to the year starting, as a staff group, we go over program policies and procedures so all staff are on the same page regarding new, old and familiar policies and procedures.

Discussions are had in regards to if any policies should be changed, altered or deleted.

Professional Development Plan School Year 2022-2023	
Goals	Action
<b>Self-Care</b> <ul style="list-style-type: none"> <li>Avoid teacher/staff burnout</li> <li>Provide self-help skills workshop</li> <li>Importance of taking time away from the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>August 2022 – Program hired Dr. Paris Priore-Kim to spend an hour with each staff member to check in and address any needs/desires with staff. One hour allotted. Report to follow.</li> <li>August 8, 2022 - Professional Development Week – Restorative Yoga class attended by staff.</li> <li>August 10, 2022 – Professional Development Week – Mindfulness, Meditation and Reflective Yoga class attended by staff.</li> </ul>
<b>Cultivate Strong Relationships with Colleagues</b> <ul style="list-style-type: none"> <li>Mentor program</li> <li>Ways to nurture relationships</li> </ul>	<ul style="list-style-type: none"> <li>Grade Level Teaching Chair assigned. Their responsibilities include communicating and ensuring that teachers within grade level are unified in curriculum, parent communication and stress level management.</li> <li>August 8 – 12, 2022 – Professional Development Week – Filled with “team bonding” activities such as paint-by-numbers activity, yoga, lunches, etc.</li> </ul>
<b>Incorporate Mindfulness/Inclusion</b> <ul style="list-style-type: none"> <li>For self-growth</li> <li>For students</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>August 10, 2022 – Professional Development Week – Mindfulness, Meditation and Reflective Yoga class attended by staff.</li> <li>August 11, 2022 – Discussion based on how to incorporate learned techniques and techniques others use in the classroom.</li> <li>Discussion on NAEYC Code of Ethical Conduct</li> <li>Discussion on how we can better serve those in need.</li> </ul>
<b>Curriculum/Culture</b> <ul style="list-style-type: none"> <li>Coursework/Opportunities</li> <li>Community outreach</li> <li>Communication skills</li> <li>School Policies and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Resources reviewed – PATCH, Learning and the Brain conference (Program hopes to send representatives in February 2023).</li> <li>HELDS Standards</li> <li>To better learn the needs of our community, Program will continue to refer to Parish of St. Clement, Kapiolani Hospital, etc.</li> <li>Guest lecturers (Leah Muccio &amp; Dr. Jason Keifer) to focus on family communication.</li> <li>Review Staff Handbook, school policies and procedures, hold Q&amp;A with staff with discussion.           <ul style="list-style-type: none"> <li>COVID Policies</li> <li>Clothing Policies</li> <li>Discipline Policies</li> </ul> </li> </ul>



Our 2022-2023 Professional Development Plan includes and overview of our own curriculum created with one another (a partnership between staff and administration). A published curriculum is not used.

<div style="background-color: black; color: black; width: 100px; height: 15px; margin: 0 auto;"></div> <b>Professional Development Plan</b> <b>School Year 2022-2023</b>	
Goals	Action
<b>Self-Care</b> <ul style="list-style-type: none"> <li>• Avoid teacher/staff burnout</li> <li>• Provide self-help skills workshop</li> <li>• Importance of taking time away from the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2022 – Program hired Dr. Paris Friore-Kim to spend an hour with each staff member to check in and address any needs/desires with staff. One hour allotted. Report to follow.</li> <li>• August 8, 2022 - Professional Development Week – Restorative Yoga class attended by staff.</li> <li>• August 10, 2022 – Professional Development Week – Mindfulness, Meditation and Reflective Yoga class attended by staff.</li> </ul>
<b>Cultivate Strong Relationships with Colleagues</b> <ul style="list-style-type: none"> <li>• Mentor program</li> <li>• Ways to nurture relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level Teaching Chair assigned. Their responsibilities include communicating and ensuring that teachers within grade level are unified in curriculum, parent communication and stress level management.</li> <li>• August 8 – 12, 2022 – Professional Development Week – Filled with “team bonding” activities such as paint-by-numbers activity, yoga, lunches, etc.</li> </ul>
<b>Incorporate Mindfulness/Inclusion</b> <ul style="list-style-type: none"> <li>• For self-growth</li> <li>• For students</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• August 10, 2022 – Professional Development Week – Mindfulness, Meditation and Reflective Yoga class attended by staff.</li> <li>• August 11, 2022 – Discussion based on how to incorporate learned techniques and techniques others use in the classroom.</li> <li>• Discussion on NAEYC Code of Ethical Conduct</li> <li>• Discussion on how we can better serve those in need.</li> </ul>
<b>Curriculum/Culture</b> <ul style="list-style-type: none"> <li>• Coursework/Opportunities</li> <li>• Community outreach</li> <li>• Communication skills</li> <li>• School Policies and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Resources reviewed – PATCH, Learning and the Brain conference (Program hopes to send representatives in February 2023).</li> <li>• HELDS Standards</li> <li>• To better learn the needs of our community, Program will continue to refer to Parish of St. Clement, Kapiolani Hospital, etc.</li> <li>• Guest lecturers (Leah Muccio &amp; Dr. Jason Keifer) to focus on family communication.</li> <li>• Review Staff Handbook, school policies and procedures, hold Q&amp;A with staff with discussion.               <ul style="list-style-type: none"> <li>• COVID Policies</li> <li>• Clothing Policies</li> <li>• Discipline Policies</li> </ul> </li> </ul>

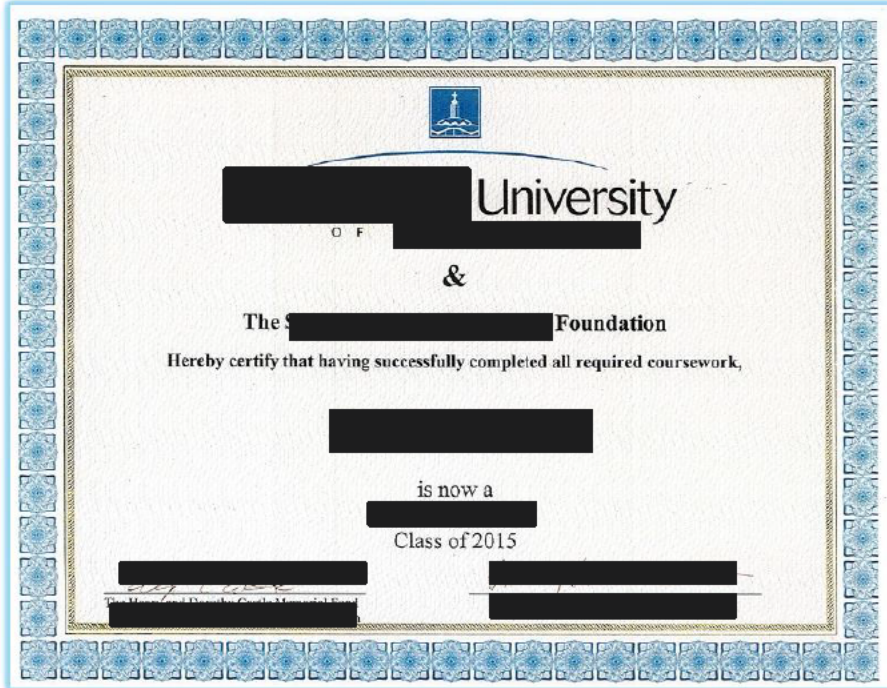
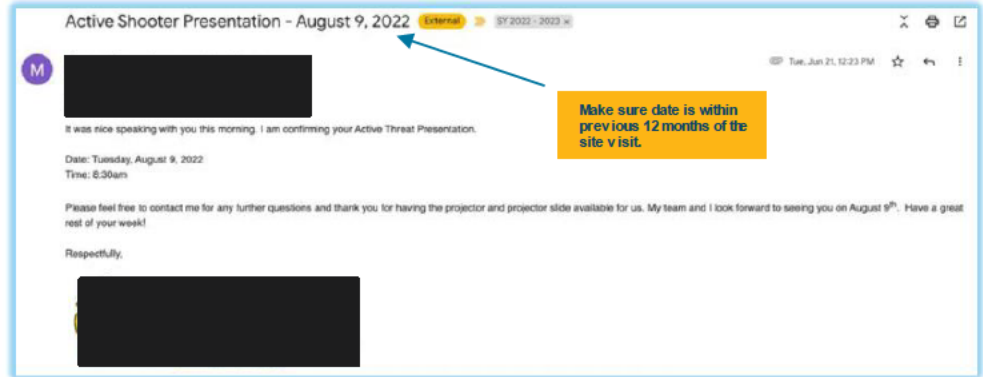


Figure 1. The Program's Head of School participated in [redacted] Program [redacted] University. This program provides management training to ECE directors throughout [redacted]. This program was developed to meet the reality of management issues faced by directors of ECE sites and offers practical, hand-on management skills, tools and resources through a series of intensive retreats structured as interactive survey courses.

# 6D.19: Example #1



An on-going concern is the safety of Program staff and students if faced with an active shooter threat. Staff voiced their concerns in their individual professional development plans regarding safety. In response, administration scheduled an active shooter presentation with local law enforcement, [REDACTED]

Members of [REDACTED] came on Tuesday, August 9, 2022 to share information and make suggestions in regards to how staff should respond in case of an active shooter threat.

# 6D.19: Example #2

01



## Mindfulness Part II

Professional Development

August 10, 2022

Make sure date is within previous 12 months of the site visit.

## Mind Body Spirit

Awareness  
Present Moment  
Acceptance  
State of Being



03

Mental Health is an important aspect that we all need to be aware of. During the COVID-19 pandemic, mental health for many professionals took a dive and many workers found themselves having difficulty with the world they currently lived in. Similarly, educators found it increasingly difficult to balance home and work life and staff at our Program were no different.

To help overcome this, or at least offer some strategies to use, the Program focused our professional development trainings on personal wellness and self-care strategies and techniques. During this mindfulness presentation, staff were reminded to bring awareness to their selves, how are *they* feeling, to be present and not think about the past or what needs to be done in the future, to accept the way things are and move forward from it. This training helped balance the mind and bring a sense of calm and peace to a world that may bring chaos.

Program administration's goal for this was to help Program staff to feel support both physically and mentally from themselves and from those around them. Especially when educators do everything to support the families and students of the Program.

[REDACTED]

**EMERGENCY & RELEASE FORM**  
SCHOOL YEAR 2022 - 2023

PLEASE COMPLETE ALL BLANK SPACES ON BOTH SIDES AS THOROUGHLY AS POSSIBLE.

Child's Legal Name \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Name(s) Used Other Than First \_\_\_\_\_

Birth Date \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_ Gender \_\_\_\_\_ Resident Phone \_\_\_\_\_

Child Lives With: Name(s) & Relationship(s) \_\_\_\_\_

DO NOT LIST A POST OFFICE BOX OR E-MAIL FOR RESIDENT ADDRESS

Child's Resident Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Mailing Address (If Different From Resident) \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Parent's Name \_\_\_\_\_ Parent's Name \_\_\_\_\_

Occupation \_\_\_\_\_ Occupation \_\_\_\_\_

Employer \_\_\_\_\_ Employer \_\_\_\_\_

Business Address \_\_\_\_\_ Business Address \_\_\_\_\_

Business Phone \_\_\_\_\_ Business Phone \_\_\_\_\_

Cellular Phone \_\_\_\_\_ Cellular Phone \_\_\_\_\_

Email Address \_\_\_\_\_ Email Address \_\_\_\_\_

**SCHOOL COMMUNICATION**

- Please send all school messages (i.e. flyers, event invitations, reminders, etc.) to me through the above **EMAIL ADDRESS(ES)**.
- Please send all school messages (i.e. flyers, event invitations, reminders, etc.) in a **HARD COPY** via Backpack Express.

**SCHOOL DIRECTORY**

- I DO NOT GIVE PERMISSION** to list any addresses, phone numbers or email addresses in the school directory.
- I GIVE PERMISSION** to list the following address, phone number and/or email address(es) in the school directory:

Address: Street, City & Zip Code OR Post Office Box, City & Zip Code \_\_\_\_\_ Phone \_\_\_\_\_

Email Address: \_\_\_\_\_ Email Address: \_\_\_\_\_

Parent/Guardian Signature (Required) \_\_\_\_\_ Date \_\_\_\_\_

As part of the hiring process, potential candidates are interviewed on two occasions. Each candidate meets with the Assistant Head of School and Head of School. During these interviews, candidates learn more about the Program, the students and the families it serves.

As the next part of the hiring process, candidates come to the Program for a campus tour and in turn they are able to see the working environment, meet the staff and observe and interact with the students we serve.

Once hired, staff are then given more information on each of the students enrolled in the program to get more background information on them.

Staff also give families a "Parent Questionnaire" on each of their students to gain even more insight about the student and their family.

Information about the families we serve has been used to adapt the program environment. For example, many classroom labels are available in the languages of the families served. Also given a large percentage of our families speak a dialect of Chinese, posting such as the classroom schedule are translated.



#### Room 304's Daily Schedule

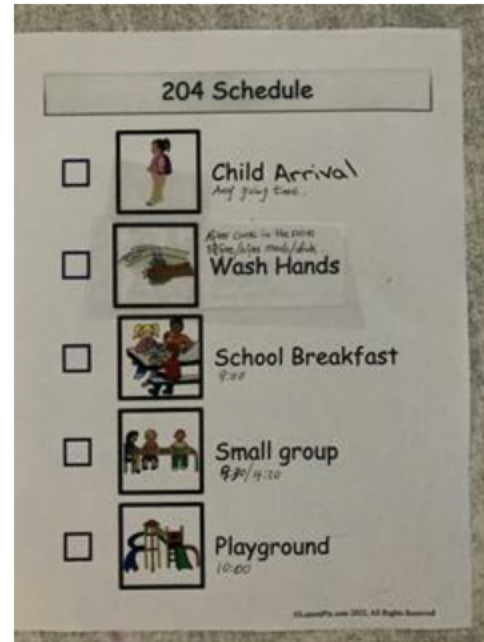
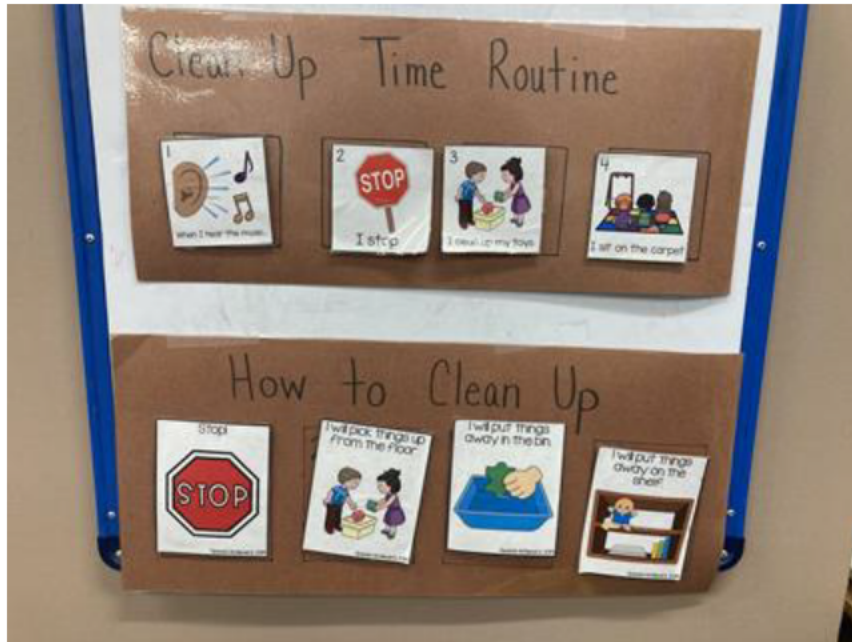
6:30 - 7:45	Early Room (Room 205) Free Choice Time
7:45 - 8:00	Transition to room 303, Free Choice Time
8:00 - 9:00	Arrival to 304: Sign-in/ Free choice
9:00 - 9:30	Hot breakfast/Limited Free Choice (science, writing, books, math manipulatives)
9:30 - 9:40	Clean up warning 9:25/ Clean up 9:30/Transition to large group
9:40 - 10:00	Large Group (Blueprint based)
10:00 - 10:25	Small group/ Free choice/ Bathrooms/Clean Up Warning 10:20
10:25 - 10:30	Clean up 10:25/Transition to large group
10:30 - 10:55	Large Group (Calendar & Weather, Number 14, Second Step)
11:00 - 12:00	Outdoor gross motor play, (weather permitting, otherwise indoor gross motor play)
12:00 - 12:55	Hand washing/Lunch (over 12:40)/Bathroom (children may read or talk while on their cots until the lights go-out)
12:55 - 1:00	Lights Out 12:55 (students look at books on their cots)
1:00 - 2:00	Rest time (free choice of quiet activities for non-sleepers/journals/writing)
2:00 - 2:45	Snack/Bathroom/Free choice (limited centers)/ Clean Up Warning 3:40
2:45 - 3:20	Clean up/transition to large group
3:20 - 4:00	Large Group (Choose 1-2 Letter/Number Time, Music and Movement, Author Study)
4:00 - 5:20	Free Choice/ Toothbrushing (Finish Journaling 4:30)/Clean Up Warning 5:05
5:20 - 5:45	Large Group (Choose 1-2 art/music and movement/group games and/or math activities) Clean Up Warning 5:40
5:45 - 6:00	Clean Up and prepare to Transition to Late Room
	Deck:
	Learning Laboratory:
	Library:

#### 304班日程安排

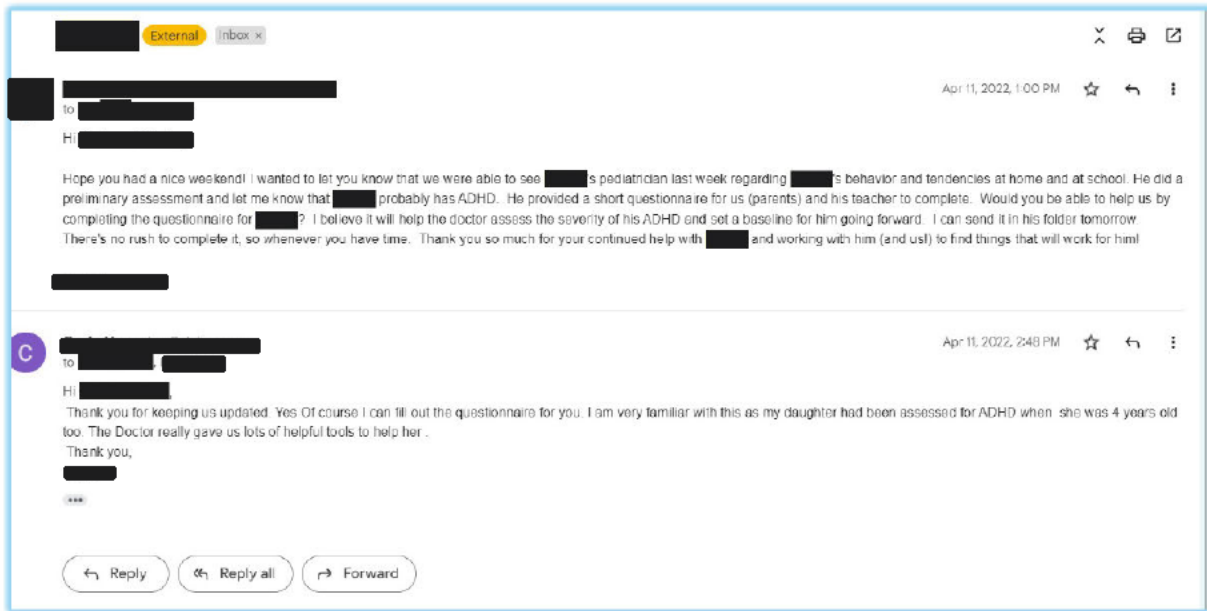
6:30-7:45	早到班(205班)自由选择时间
7:45-8:00	303班自由选择时间
8:00-9:00	回到304, 签到/写字/自由选择
9:00-9:30	热早餐/有限自由选择(科学, 书籍, 数学运算)
9:30-9:40	清洁/到大组活动
9:40-10:00	大组活动时间(蓝图教材)
10:00-10:35	小组活动/自由选择/上厕所
10:30-10:35	清洁/到大组活动
10:40-10:55	大组活动(日历和天气, 认数字, 第二步)
11:00-12:00	室外大组内活动(天气允许的情况下, 否则室内大组内活动)
12:00-12:55	洗手/午餐/上厕所(允许孩子们在床上写字或交谈)
12:55-1:10	关灯(孩子们在床上看书)
1:10-3:00	休息时间(不睡觉的小孩允许做安静的活动)
3:00-3:45	点心/上厕所/自由选择
3:45-3:50	清洁/到大组活动
3:50-4:05	大组活动(作者学习, 字母/数学时间, 音乐和运动)
4:05-5:10	自由选择/刷牙(选择小组活动/写字)
5:15-5:45	大组活动(艺术/音乐和运动/分组游戏和/或数学活动)
5:45-6:00	清洁, 自由选择

阳台:  
教学实验室:  
图书馆:

Information about the families we serve has been used to adapt teaching methods. For example, to support the majority of our families who are English Language Learners, we use a variety of picture schedules to teach routines, and prepare children for transitions throughout their day.



# 7A.5: Example #1



**This child was diagnosed with ADHD after parents reached out to their child's pediatrician. After parents communicated with Program staff regarding this diagnosis, staff were able to implement strategies to help this child cope with their ADHD. When Program staff noticed it was difficult for the child to remain still and focused, the child was then given physical tasks (as suggested by the parents) to help release built up energy. An example was the child "helped" rake up leaves prior to going back to work.**



## 7A.5: Example #2



As a way to incorporate parents into classroom planning, each class asks parents to give one to three adjectives that best describes their child. The adjective is then used to help name their class. The students then vote on an animal or thing they want for their class name and the two are joined together to create a final class name.

For our 2021-2022 School Year, parents of our C1 class sent in adjectives such as spunky, happy, fantastic, imaginative, funny, silly, rambunctious, to name a few. The most prevalent adjective was "silly" or "super silly". The students voted on "seal" for their class and so our C1 class was named the "C1 Super Silly Seals."

# 7A.6: Example #1



Figure 1. We held an Open House on Saturday, April 2, 2022 for our parents to attend. This was a special event, as many families had never been on campus due to the restrictions in place due to COVID.



Figure 2 & 3. Parents were able to visit their child's classroom, meet other parents, hear more about events hosted by [REDACTED] and we even celebrated our School's (belated) birthday!



COVID placed regulations on our school and its campus. Students and staff were the only ones able to come onto campus daily. When COVID positive numbers were lower, we got approval by our School Board and school's physician to hold an Open House for our parents. During this time, parents were able to visit their child's classroom, speak with teachers, meet one another and even shared a meal together on our playground.

## 7A.6: Example #2



Prior to COVID-19, the Program holds an in-person annual fundraiser event. During this event, Program families are able to meet one another for a night of food, fun and gathering.



During this event, the Program raises funds for the Program but also engages family participation. Program families participate in a silent and live auction, raffle drawings and a delicious meal.



During the COVID-19 pandemic, the Program has been holding an online fundraiser event, but hopes to bring back this in-person event soon.



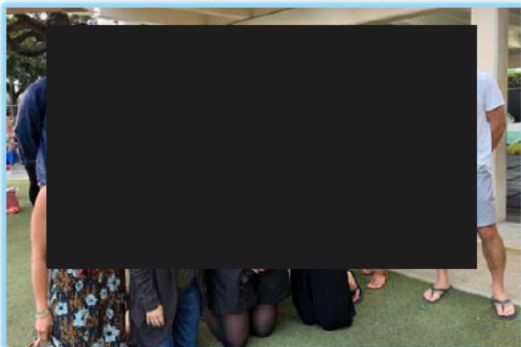


Figure 3. Parents from our [redacted] Board who helped plan our annual fundraiser, [redacted] Rainbow Dreams.

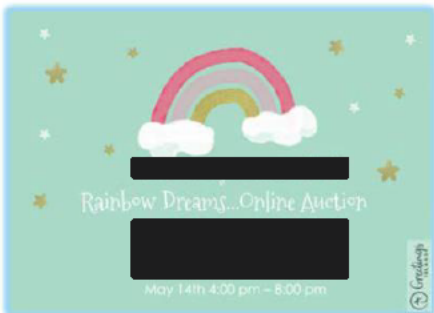


Figure 4. Save the date invitation for our online fundraiser event. Created by Head of School.



Figure 5 & 6. [redacted] Board members worked closely with teachers to create auction items for the fundraiser event.



Each year we hold an annual fundraiser called, [redacted]. This event consists of a silent auction, dinner and live auction. Parents from [redacted] work with the school to plan this event for our school community. Admin help plan logistics like when, where, the theme, etc. Teachers help create auction item pieces with our students. Parent volunteers help solicit donations for silent auction and together, we all help execute by setting up and aiding in support the day of our event.

This year (2022), our [redacted] theme was Rainbow Dreams. Unfortunately, due to COVID, our event was an online auction only. Teachers and students worked with parent volunteers to create fun auction pieces. Admin assisted [redacted] co-chairs in organizing the online platform and our event was held on May 14, 2022. We were lucky enough to raise \$ [redacted].

Hello [REDACTED] Family,

[REDACTED] was very restless and fidgety today. We had to remind her many times and asked her to go to the peace corner to settle her body while we were at circle. She was not able to calm herself, as we observed her licking her arm, putting her hand in her mouth, and playing with the pillows in the area. Even with reminders, [REDACTED] was not able to sit still. As a result, she ate her lunch in the office and rested there as well (did not nap). We talked to [REDACTED] about how well she did yesterday at circle and how we wanted to see her continue that behavior. We hope that she can do a better job.

She did mention that she was tired today. Did [REDACTED] get a good night's rest? She also mentioned that she was feeling nauseous. Do you think she still may be under the weather?

Thank you,  
[REDACTED]

**Figure 1. On numerous occasions, a Program teacher observed a child with a lot of “excess energy,” showing signs of restlessness and excessive movements. Not only were these occasions documented, but also communicated to the parents to update them on their child’s day.**

Hello [REDACTED] Family,

I just wanted to let you know how the day went for [REDACTED] in regards to her soft face sponge. In the morning, it really helped her and she focused throughout the entire book reading time. When we came back to class after P.E. (11 am), [REDACTED] took it away from [REDACTED] when she observed her rolling it back and forth on the carpet.

During P.E. today, [REDACTED] stayed back with [REDACTED] after P.E. because she needed many reminders to focus while doing our activity (tossing the ball to another partner). During the time that she stayed back with Miss [REDACTED] she was more focused.

I would like to keep trying with the face sponge this week, just to see how it goes. I will keep you posted.

Thank you,  
[REDACTED]

**Figure 2. After a few emails back and forth, the Program teacher and child’s family worked together to find a solution and a “sponge” was given to the child to help. The sponge acted as a sensory object the child could use to squeeze when that “bust of energy” came.**

██████████.

Thank you for your patience.

I heard back from Dr. ██████████

Please call ██████████ and let them know I referred you, she will be able to set up an appointment for you to see someone join staff. I do believe ██████████ has a waitlist, however ██████████, one of his partners is amazing as well.

Thank you,  
██████████

**Figure 3. The sponge technique lost its power and a suggested next step was given the family. The family of the child was referred to ██████████, a child psychiatrist specialist.**

Hi ██████████

ADHD must have been the underlying thought in our minds. I just opened this email from ██████████ office requesting 2 separate teachers fill out Vanderbilts for ADHD. Can you please fill this out and send back to us?

Thank you,  
██████████

**Figure 4. After seeing ██████████ parents were asked for Program staff to fill out a diagnostic scale.**

Educators work with families to respond to any concerns about their child's care or education. A recent example was brought up in a recent parent teacher conference.

<p><b>PARENTS' GOALS</b></p> <p>What skills would you like to see your child learn next? What home and family activities does your child enjoy that would help him/her work towards all of our goals?</p>	<p>Mom worries that [REDACTED]'s social language is delayed in the school setting. While he talks openly at home, he is reserved and very quiet upon arrival and throughout his day. She hopes to see him come out of his shell and talk a little bit more over time.</p>	
<p><b>TEACHER'S GOALS</b></p> <p>State one to three specific goals including how progress will be measured. Describe related activities reflecting the child's interests and strengths that will be provided at school to help the child work towards the above goals.</p>	<p>Goal:</p> <p>In the next 3-5 months, [REDACTED] will be supported to speak in two-three word sentences throughout his day. For example, during breakfast time, [REDACTED] will be prompted to repeat:          "More, please"          "I like..."          "All done!" etc.</p> <p><i>Strategies: To expand [REDACTED]'s expressive language and vocabulary, his teachers will support him during social play as well. For example, "My turn". They will also engage in everyday conversations with [REDACTED], read alouds, and sing alongs to familiar songs. They will also label items he seems interested in.</i></p>	
<p>Parent Signature</p>	<p>[REDACTED]</p>	<p>Date 5/25/22</p>
<p>Teacher Signature</p>	<p>[REDACTED]</p>	<p>Date 5/25/22</p>



Figure 1. Family resource and support service flyers are sent home with students for families to refer to if support is needed.



Figure 2. Program's office has other family support resources for parents to have and refer to.



# 8B.1: Example #1

From: [REDACTED]  
Date: Mon, Feb 7, 2022 at 1:18 PM  
To: [REDACTED]  
[REDACTED]

Thank you for your response. I'm glad you and your class are interested in the [REDACTED] Presentation! It is a short, 15-minute presentation with a combination of pictures, videos and an interactive game. I have been presenting it over Google Meet. If you are unfamiliar, it is just like Zoom, but you will need a gmail account to log in. I will have you log in about 5 minutes prior to the presentation so we can check audio, etc. I also have goodie bags of toothpaste, toothbrush and floss for all of you that I will drop off at the school prior to the presentation. I will also include our [REDACTED] and a mouth model so that in future months, you can always review oral hygiene with the keiki. I am available Friday, February 18<sup>th</sup> at 10:00am if that works for you. I could drop off the hygiene kits on the morning of Feb 16th. If this does not work for you, let me know and I can find another time.

Looking forward to meeting you and your class!

[REDACTED]

**Figure 1. During the pandemic, our program found ways to bring field trip-like experiences to our students through virtual field trips. A local dental hygienist met with our students to share the importance of dental hygiene through pictures, videos and interactive games. She even brought fun resources for the students to take home, like a book, toothbrushes, tooth paste and floss.**



**Figure 2. Students interacting virtually with [REDACTED] (local dental hygienist) on how long to properly brush their teeth.**

## 8B.1: Example #2

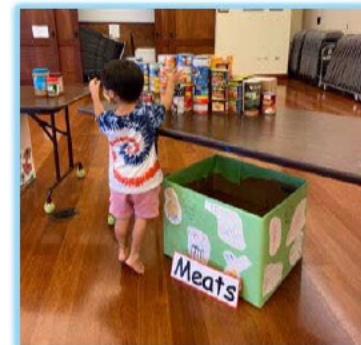


**Figure 3.** Another experience done virtually was a virtual field trip to visit an airline pilot! He shared about his career as a pilot by giving a tour of the plane (cockpit included), what he does and even provided a fun activity for students to make their own pilot hat.

## 8B.2: Example #1

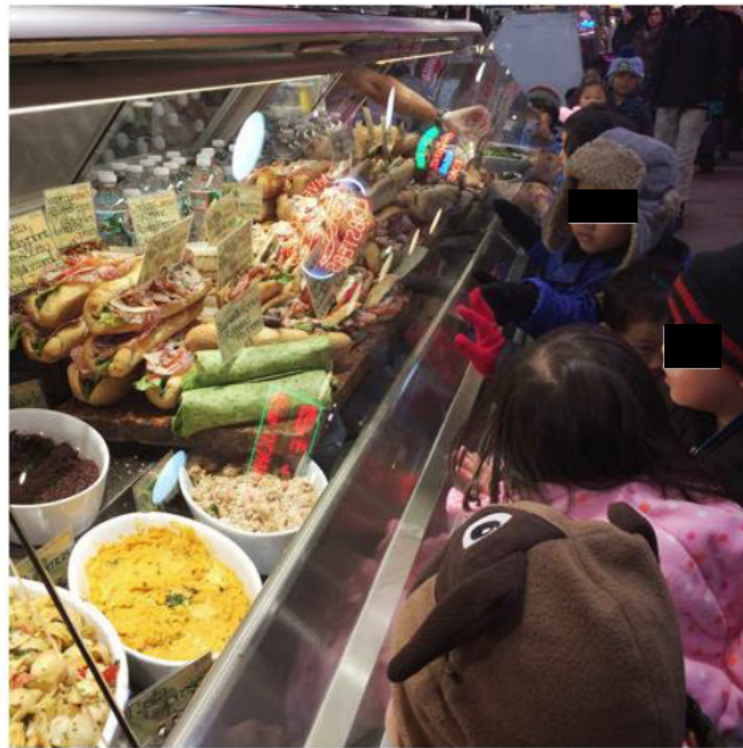
The Program is affiliated with The Parish [REDACTED]. To help foster empathy and teaching Program students about giving to those in need, the Program holds two annual canned food drives. During these canned food drives, Program families donate canned goods that will eventually be given to those in the community.

To make the canned food drive not only a great learning experience for the students, educators also use this time to teach students about the food pyramid and students get to use their sorting skills to sort their donations by the different food groups.



## 8B.2: Example #2

Classes often take walking trips to the [REDACTED] Market as a way to provide real world examples of various learning experiences that are being explored in the classroom.



## 8B.3: Example #1



Figure 1. One of our staff let us know about her child's involvement with the [redacted] Theatre Center & [redacted]'s production of Frozen Jr. We informed our families via email about the opportunity to see the production.

## 8B.3: Example #2

These are some of the flyers we have posted to advertise community events for children.



Multi-lingual interpreters and bilingual staff!

Come with your family and friends!

# Community Resource Fair

ONSITE FOOD DISTRIBUTION  
COME WITH YOUR OWN BAG TO PICK UP.

FUN GAMES + GIVEAWAY GIFTS!

FREE HAND SANITIZERS! FREE WATER AND SNACKS!

Are you looking for resources to access the services that you need? If so, please come to this **FREE** Resource Fair!

Resources include: Health insurance plans with [redacted] behavioral health programs, educational programs for English learners + more!

**Date: June 18th, 2022 | Time: 10 am - 2 pm**

**Location:** [redacted]  
(if coming by car, additional)

Walk-ups are welcome, but pre-registration is encouraged.  
Visit w [redacted] to sign up!



PCDC 2021 EXPO

# 社區資訊展覽會

Saturday, Aug 21, 2021  
星期六 2021年 8月21日 | 10 A.M. — 2 P.M.

[redacted]

- \* 服務參展商 SERVICE EXHIBITORS
- \* 活動 ACTIVITIES
- \* 贈品 GIVEAWAYS
- \* 抽獎 RAFFLE
- \* 寶貴資源 VALUABLE RESOURCES
- \* 申請協助 APPLICATION ASSISTANCE

FREE 免費

[redacted]

Make sure the evidence addresses an artist or performer that has visited within the last year and that the evidence clearly indicates the date!

A local musician visited the program in June of 2022.



Preschoolers participate in calming breathing exercises to the rhythm of [redacted] guitar.



To celebrate Chinese New Year on February 1, 2022, performers from the [REDACTED] Chinese Cultural Arts center came to our program and performed a Chinese Lion dance for our students.





Figure 1. Students (and families) participate in an annual canned food drive that collects canned goods for those in need within our community. Each month our Parish holds a food distribution even where those in need can come to receive canned goods free of charge.



Figure 2. To help make our canned food drive not only beneficial but educational, teachers have their students sort their donations by food groups.

# 8C.2: Example #1

[REDACTED]

---

**From:** [REDACTED] Health and Human Services Commission [REDACTED]  
**Sent:** Friday, February 4, 2022 10:06 AM  
**To:** [REDACTED]  
**Subject:** New CCR Guidance Letter for Child Care Providers

The administrator receives regular emails from the state department of health and human services that are relevant to child care providers.



The screenshot shows an email interface with a blue header bar. Below the header, there is a large black redaction box. The email title is 'New CCR Guidance Letter for Child Care Providers'. The body text states that HHSC has published provider guidance for House Bill 525 passed by the 87th Legislature, Regular Session, 2021. The letter is posted on the 'Minimum Standards webpage'. For questions, email is directed to a redacted address.

## New CCR Guidance Letter for Child Care Providers

HHSC has published provider guidance for House Bill 525 passed by the 87th Legislature, Regular Session, 2021. The letter is [posted on the Minimum Standards webpage](#).

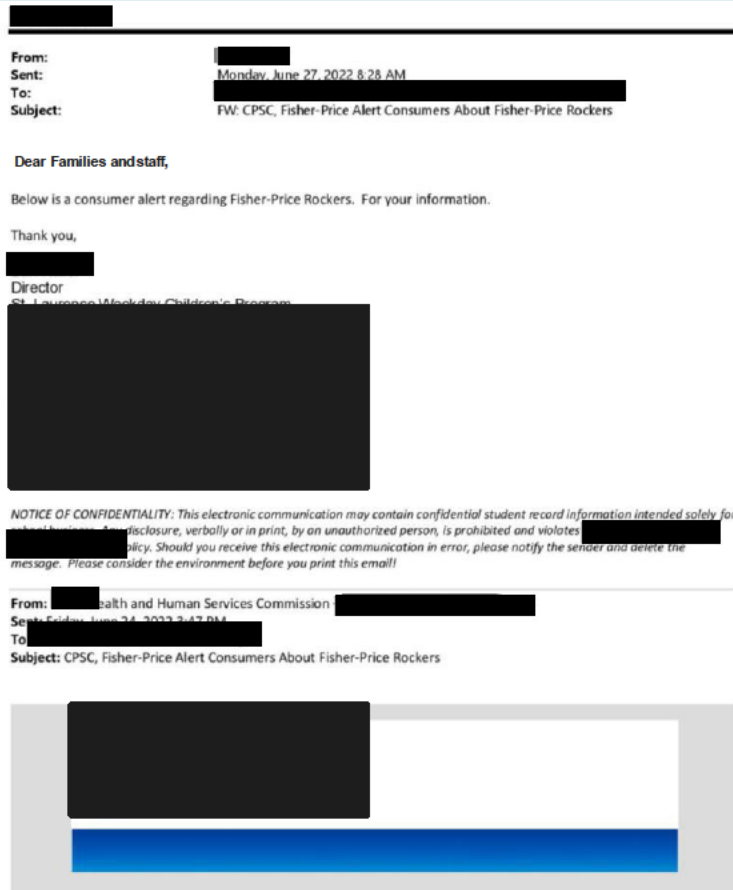
For questions, email ([REDACTED])

# 8C.2: Example #2

The administrator attends local and state conferences to stay up to date on government policies and family services.



The administrator receives CPSC recall notices. Relevant ones are emailed to families and staff.



Daytime:

There shall be thirty-five square feet per child of unencumbered instructional or play area exclusive of bathrooms, kitchens, cupboard space, and hallways. The thirty-five square feet per child requirement shall be a general area definition of the square footage of the entire center, not describing the square footage of each class room. [REDACTED] may be counted for not more than 30 per cent of required area.

Figure 1. As required by state licensing in [REDACTED] Administrative Rules Title [REDACTED] Department of Human Services Subtitle [REDACTED] Chapter [REDACTED] Licensing of Group Child Care Centers and Group Child Care Homes.

### Environmentally Friendly Services

Terminix has worked hard to develop, offer, and promote services that are detrimental to pests – but not the environment. Our environmentally friendly services include:



- **Terminix Commercial<sup>®</sup> EcoControl** combines innovative practices and treatment methods to reduce the use of pesticides. Our emphasis is on proactive inspection and elimination of conditions that are conducive to pests. Wherever possible, we replace synthetic chemical treatments with natural substances, such as plant essential oils, and alternative methods, such as trapping. Our EcoControl program meets the standards set forth by QualityPro Green and the U.S. Green Building Council's LEED program.

**Program uses Terminix for pest management. Terminix uses environmentally friendly products and holds many environmental certificates for safe practices.**

**Make sure evidence clearly shows integrated pest management is used, in addition to the non-toxic information. This might be missed by an assessor if not pointed out!**

### Terminix's Environmental Certifications

#### United States



- **National Pest Management Association GreenPro Certification:**

GreenPro-certified services minimize pesticide exposure to humans, non-target animals, and the environment by focusing on **integrated pest management**, habitat modification, pest exclusion, removal of food and water sources, sanitation, making repairs – and equally important, client education about pest prevention.

- **National Pest Management Association QualityPro Certification:**

QualityPro accredits and certifies pest management companies and their services based on four key principles: business operations, environmental stewardship, consumer relations, and teammate education.



- **National Organic Program Compliance:**

Our Signature Care<sup>®</sup> organic pest management program complies with the National Organic Program, a federal regulatory program established by Congress in 2001 that develops and enforces uniform national standards for organically produced agricultural products sold in the United States.

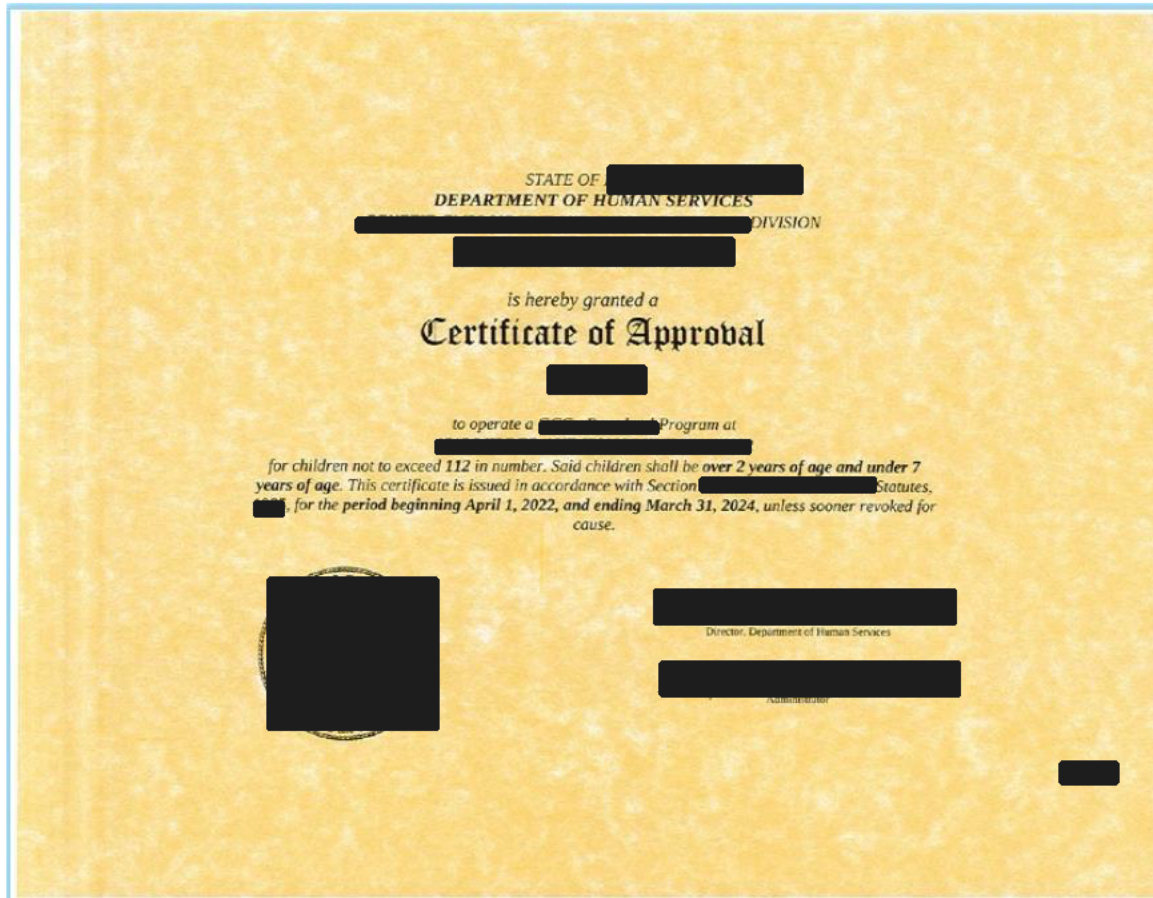


- **Safer Choice Labeled Cleaning Product Utilization:**

This U.S. Environmental Protection Agency (EPA) standard identifies the requirements that products and their ingredients must meet to earn a Safer Choice label. Every chemical in a Safer Choice-labeled product, regardless of percentage, is evaluated through the EPA's rigorous scientific process, and only the safest ingredients are allowed.



This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation. Programs may appeal the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.



**GUIDANCE/DISCIPLINE POLICY**

When children have a challenging behavior that interferes with their ability to learn or interrupts their classmates' learning, the following guidelines will be used to provide positive behavioral support to them.

1. Children will be informed of the expectations for appropriate behavior. Teachers/staff will ensure that the children understand the guidelines through consistent repetition of the expected behavior, modeling the behavior, using pictures, labels and daily use of the expected behaviors.
2. Children will be explained to and reminded of the reason for each guideline and the reasons they should be followed.
3. Once learned and understood, teachers/staff will be consistent in requiring the children to follow the guidelines.
4. Logical and/or natural consequences will be employed to children who are not adhering to the expected behaviors. Some examples are spill/wipe up, take out things/put them away, cutting in line/going to the back of the line.
5. If a child consistently is unable to follow the behavior guidelines and has had frequent reminders, the child will be taken from the group to work out a plan for how he/she can remember.
6. If a child is disruptive to the extent that it disturbs the other children, or if the child becomes a danger to him/herself or others, he/she will be removed from the group. Office assistance may be necessary.

Staff will never use physical punishment, psychological abuse or coercion when disciplining a child. Some examples of prohibited practices include, shaking, hitting, spanking, slapping, shaming, name calling, ridiculing, cursing at, etc.

Figure 1. Found within the Program's Family Handbook is the guidance and discipline policy.



**ADMINISTERING MEDICATION**

If possible, any medication should be administered to the student at home. Medication includes, but is not limited to, prescription drugs, non-prescription (over-the-counter) medicines and ointments. The school will not administer any of these items without authorization from both the student's parent and physician, documented on the school's Medication Administration Order form.

**Each Medication Must Be:**

- ! labeled with your child's first and last name
- ! in its original container or packaging
- ! with an intact Pharmacy Label -OR- an intact Manufacturer's Label
- ! not past the expiration date
- ! accompanied by the manufacturer's measuring device (if applicable)
- ! accompanied by its own Medication Administration Order form (Parts A and B)

**Additionally:**

- ! the first dose of a new medication must be given at home to observe for any side effects
- ! if your child requires a sunscreen, please apply prior to the start of the school day. We will not reapply sunscreen on your child.

Parents are responsible for transporting medication to and from school. Any unused or expired medication will be returned to the parents for proper disposal. Unless the parent notifies the school otherwise, a trained staff person will administer medication to the student. The School reserves the right to refuse to dispense any medication. If a student must receive medication during the school day and the required documentation is unavailable, the parent may administer the medication to him/her at school on the necessary day(s) and time(s).

**Figure 1. Found within the Program's Family Handbook, medication is only administered after authorization by the child's doctor and parent/guardian is given. Medication is stored in a child-safe cabinet in the school office, as well as secured backpacks.**

**Bullet 2****ABSENCES DUE TO CONDITIONS/ILLNESSES**

If your child is ill, call the school office to report your child's absence. Children should not attend school when the following symptoms are present: (Additional measures will be taken to ensure temperature is not present at drop off due to pandemic requirements)

- ! excessive coughing or runny nose
- ! undiagnosed skin rash or infections
- ! diarrhea or vomiting
- ! sore throat
- ! fever (99.4° F or more)
- ! untreated head lice or nits (head lice eggs)
- ! red eyes with discharge
- ! upset stomach

**PARENT NOTIFICATION**

The school will call parents if your child:

- ! arrives with any suspected illness or disease
- ! complains of not feeling well or becomes ill later in the day
- ! is unable to participate at usual energy level
- ! has a fever (99.4° F or more)
- ! has diarrhea or is vomiting
- ! has head lice or nits (regardless of treatment)
- ! has had head trauma or any severe injury
- ! does not have a physician's re-entry note

\*School staff reserves the right to make a judgment call as to whether a child can remain in school or be sent home.

**RETURNS AFTER ILLNESS**

Children returning to school after an illness must be fever-free (under 99.4° F without medication) for 48 hours before returning to school. Children who attempt to return to school before being 48 hours fever-free will be sent home. A physician's re-entry note is required when a communicable disease such as Chicken Pox, Hand, Foot & Mouth, Hepatitis, Impetigo, Mononucleosis, Pink Eye, Scarlet Fever or Strep Throat caused an absence.

**Figure 2. Found within the Program's Family Handbook, procedures for student illness inclusion and exclusion are listed.**

**Bullet 3**

**EMERGENCY AND SAFETY PROCEDURES**

As parents of [REDACTED] it is important to read and understand the procedures established to ensure the well-being of your child in unpredictable, but imaginable, emergency situations. Certain precautions have also been established as preventative measures in protecting your child's safety. The school has a responsibility (as expressed by the Department of Human Services and [REDACTED] of Emergency Management, formerly, [REDACTED] Defense Agency) to share these plans with our families so that we may all be better prepared in the wake of an emergency. Content areas include: Fire, Natural Disasters, Medical Emergencies, Child Release & Missing Child Policy and our Weapons Policy.

In addition to familiarizing yourself with the school's emergency plans, it is essential that you establish individual and family plans for tsunami, hurricane, earthquake and flooding. These plans should indicate identification and location of shelters, how you will travel to them if evacuation advisories are issued, as well as, a contingency plan addressing what to do if the family is separated. Additional preparedness information can be obtained by calling Department of Emergency Management at [REDACTED] or visiting the [REDACTED] State Civil Defense website: [REDACTED]

Figure 3. Found within the Program's Family Handbook, emergency response plans for fire, tsunami, hurricane/tropical storm, earthquake, flooding, child release and missing child policies, weapons policy, lockdown procedures, etc.

**Bullet 4**

[REDACTED] Family Handbook, page 26

**BUILDING SECURITY AND CENTER ACCESS**

[REDACTED] occupies about 80% of a Center City office building. A lobby attendant, employed by the building, is on duty during our hours of operation.

[REDACTED] classrooms and administrative offices are spread out over five floors. Except for the second floor where our front desk is continuously staffed, all points of entry are kept locked and are equipped with a security camera/buzzer system that is operated from the [REDACTED] front desk on the 2<sup>nd</sup> floor. All visitors report to the front desk. Persons wishing to pick up children are screened and positively identified before children are released to them.

**Bullet 1**

[REDACTED] Family Handbook, page 14

### THE RIGHT TO EXPRESS CONCERNS

If you have a concern or problem involving the classroom, talk with the lead educator. Since it can be difficult to constructively air concerns in the classroom, arrange a meeting with the lead educator. This way concerns and problems can be discussed productively and privately without interruption.

Problems can also be raised with any administrative staff member. Set up an appointment to give you plenty of time to talk confidentially.

Serious grievances should be communicated in writing to the executive director, [REDACTED]. You may also request a meeting with the executive director at any time.

Every concern and grievance will be taken seriously and will be fairly considered from all perspectives involved. A response to written grievances may be expected within one full week, if not sooner.



Age Category	Ratio	Class Size
Infant <i>0 to 15 months</i>	1:4	8
Toddler/Two <i>12 to 36 months</i>	1:6	12
Preschool <i>30 months to 5 years</i>	1:10	20
Kindergarten <i>public/private K to 1<sup>st</sup> grade</i>	1:12	24
School-Age <i>public/private 1<sup>st</sup> grade or higher</i>	1:15	30

██████████ Employee Manual, Forms & Supplemental Materials, New Educator Orientation

\_\_\_\_\_ I understand and agree to follow ████████ policy of maintaining the appropriate ratio of teaching staff to children. I understand that my daily schedule depends on the numbers of children in the classroom. I will stay later than my scheduled shift if necessary in order to maintain proper staff-to-child ratio. I will notify staffing coordinator of issues of ratio and shifts.

- Infant / Toddlers (below 21Months) Ratio 1:4, class size max of 8 for infants and 12 for toddlers.
- Preschool Ratio 1:10, class size max of 20
- School Age/Kindergarten Ratio 1:12, class size max of 20

From the [REDACTED] Program Parent Handbook

### **CLASS PLACEMENT**

We value relationships between children and teaching staff. To develop these relationships children are placed in classrooms and remain there for the entire academic year (August-May). We also value children's friendships so whenever possible we move entire classrooms together as they advance through the program.

Classroom placement is done according to program enrollment. Every effort is made to make the proper placement of all children in all classes. Classes are balanced, as much as possible, with the number of boys and girls. We try to group children who were in class the previous year together, when possible. Our goal is to give children continuity over time.

**Our program follows this policy for all ages: infants, toddlers, and older children.**

From the [REDACTED] Program Parent Handbook

### **CLASS PLACEMENT**

We value relationships between children and teaching staff. To develop these relationships children are placed in classrooms and remain there for the entire academic year (August-May). We also value children's friendships so whenever possible we move entire classrooms together as they advance through the program.

Classroom placement is done according to program enrollment. Every effort is made to make the proper placement of all children in all classes. Classes are balanced, as much as possible, with the number of boys and girls. We try to group children who were in class the previous year together, when possible. Our goal is to give children continuity over time.

**Our program follows this policy for all ages: infants, toddlers, and older children.**

# 10C.1

Budget vs. Actuals: Budget - Approved - FY22 P&L

	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
<b>Income</b>				
4201				
4202				
4203				
4204				
4206				
4207				
4211				
4303				
4304				
4302				
4301				
<b>Total 4304 External Contributions</b>				
4307				
4309				
4401				
<b>Total Income</b>				
<b>GROSS PROFIT</b>				
<b>Expenses</b>				
600				
<b>Total</b>				
6100				
6101				
6110				
6500				
6600				
<b>Total</b>				
6201				
6202				
6300				
6507				
6508				
6600				
6510				
6511				
6512				
6513				
6514				
6515				
6516				
6517				
6519				
6519				
6600				
6521				
6523				
6524				
6525				
6620				
6527				
6900				
7000				
<b>Total Expenses</b>				
<b>NET OPERATING INCOME</b>				
<b>Other Income</b>				
4300				
<b>Total Other Income</b>				
<b>Other Expenses</b>				
8012				
<b>Total Other Expenses</b>				
<b>NET OTHER INCOME</b>				
<b>NET INCOME</b>				

Ensure assessor can see dates that indicate the report is generated monthly or quarterly (this information blacked out for this evidence example) and is not more than 1 year previous to the site visit.

All documents and observations are treated as confidential by NAEYC ELP Assessors. However, if you prefer to block out exact numbers or accounting codes, this is OK!

We need only see that the program has a quarterly or monthly accounting report, that it includes both expenses and budget, and that the example provided is no more than 1 year prior to the visit date.

Ensure the report clearly indicates where expenses are captured in relation to budget!



AFFIDAVIT

I, [REDACTED] member of [REDACTED] which is a CPA firm registered in the State of [REDACTED], certify under penalty of perjury that the attached financial statement for [REDACTED], as of and for the fiscal year ended June 30, 2022, was prepared in accordance with generally accepted accounting principles and that the information presented is, to the best of my knowledge, a true, accurate, and complete statement of its financial condition and results of operations on the date and for the period indicated.

[REDACTED] \_\_\_\_\_ Date: 9/1/22

STATE OF [REDACTED] )  
CITY AND COUNTY [REDACTED] ) ss.

This 1-page AFFIDAVIT, dated September 1, 2022, was subscribed and sworn to before me this September 1, 2022, in the [REDACTED] of the State of [REDACTED].

[REDACTED] \_\_\_\_\_ Date: Sept. 1, 2022  
Notary Public  
My commission expires 12/31/2022

[REDACTED]

A notarized affidavit by an appropriate third-party attesting that a financial review was conducted is acceptable.

Figure 1. A signed and notarized affidavit regarding a financial review of the Program for the fiscal year ending on June 30, 2022.

JOB DESCRIPTION

FINANCIAL MANAGER

The Financial Manager is aware of and committed to the responsibilities of the profession as reflected in the National Association for the Education of Young Children (NAEYC) "Code of Ethical Conduct and Statement of Commitment."

The Financial Manager's responsibilities include but are not limited to the following:

1. The Health and Safety of the Children
  - A. Assist Director in coordination of building maintenance and repair services.
2. The Maintenance of Accurate and Current Financial Records
  - A. Maintain receipts and disbursements journals.
  - B. Prepare all Financial Statements as required/requested.
  - C. Be responsible for Petty Cash Fund.
  - D. Coordinates the admissions process.
  - E. Prepare tax filing and Unemployment/Labor Reports (e.g. General Excise Tax, Tax Form 5500C/R, UCB6, etc.).
  - F. Prepare monthly bank reconciliation and inform Head of School of cash flow needs.
  - G. Coordinate with Ceridian and FHB on payroll payments and tax filing.
  - H. Deposit checks received and prepare check disbursements.
  - I. Insure that student accounts are kept current; report past due accounts to the Head of School.
  - J. Assist Head of School in preparation of Annual School Budget**
3. The Maintenance of the daily operations of the office and school and direction of employees and volunteers to the school.
  - A. Serve as purchasing agent; monitor supplies; check deliveries.
  - B. Participate in the administration of the School.
  - C. Maintain control of building keys.
  - D. Act as receptionist in absence of the Assistant to the Director.
  - E. Assist in orientation and training of new employees.
  - F. Assist in preparation of personnel contracts, staff handbooks, fall family packet, etc.
  - G. Coordinate with all medical, drug, vision, dental care, and other insurance providers on employee plan changes and inquiries; implement employee plans appropriately.
4. Other Duties
  - A. Coordinate [REDACTED]
  - B. Other duties as assigned by the Head of School.



**Figure 2. Program administration meet with a Financial Committee (a sub-committee comprised of School Board members) to discuss the proposed budget and suggest any changes.**

**Figure 1. Job Description of Financial Manager of Program includes that they "Assist Head of School in preparation of Annual School Budget.**

**SCHOOL BOARD OF DIRECTORS**  
January 19, 2021

**School Board Members Present**  
[Redacted]

**Guests**  
[Redacted]

**Absent**  
Alan Lum  
[Redacted]

**Date:** January 19, 2021  
**Location:** Webex  
**Time:** 5:06 pm

.

.

.

V. **Finance Committee**

- The budget was delayed because Child Care subsidy funds needed to be reconciled.
- Even though [Redacted], there won't be any [Redacted] events, so the [Redacted]. The school is [Redacted] but it still hasn't received final confirmation that the first PPP loan was forgiven so that will still need to be reconciled.
- The school filed its second PPP loan application.
- The [Redacted] from the church will be recorded in January 2021.
- The biggest area to [Redacted] summer school and an extra hour of school during the second semester.
- A potential update on tuition for next year may be addressed during the next meeting. The school will need to hire 3-4 new staff members to cover lunches, etc., and staff can hopefully have some raises next year.

Head of School and Financial Manager meet monthly with the Program's School Board of Directors to discuss any Program updates, Parish updates, updates on COVID, etc. The Financial Manager shares any financial updates.

Figures represent meeting minutes that show Finance Committee updates.

[Redacted] **BOARD OF DIRECTORS**  
November 15, 2021

**School Board Members Present**  
[Redacted]

**Guests**  
[Redacted]

**Absent**  
[Redacted]

**Date:** November 15, 2021  
**Location:** Webex  
**Time:** 5:00 pm

.

.

.

III. **Finance Committee**

- The second PPP loan of approximately [Redacted] was forgiven.
- [Redacted] is applying for another DHS grant.

# 10D.1: Example #1

## Health and Safety

The safety and health of every employee is a high priority, and must be part of every operation. Management accepts responsibility for providing a safe working environment. Employees are expected to take responsibility for performing work in accordance with safe standards and practices. Safety and health can only be achieved through teamwork. Only through cooperative efforts can an effective safety and health program promote safe working conditions.

Employees can demonstrate their commitment to safety by reporting actual or potential workplace hazards, by reporting work-related injuries and accidents, and by making suggestions to improve safety rules and safe work practices. Employees can also demonstrate their commitment by familiarizing themselves with safety rules and requirements, by reminding coworkers to work safely, and by instructing co-workers and new hires on safe work practices.

Supervisors must ensure that employees have the proper training and protective gear to operate equipment and perform work in a safe and productive manner. Supervisors must also ensure that safe work practices are followed by employees under their direction, and that any reports by employees of hazardous situations or conditions are investigated and addressed as soon as possible. If a supervisor is not able to immediately address an employee's concern regarding safety, he/she should report the concern to the School's Safety Coordinator.

Management will ensure that employees receive necessary safety and health training, and that supervisors understand their responsibilities under the safety and health program. Management will include safety and health responsibilities for supervisors within job descriptions. Individuals having safety and health responsibilities will have performance evaluations which include an evaluation of the accomplishment of such responsibilities. As detailed below, management will also strive to identify actual or potential workplace hazards, and eliminate or control them.

The Administration/Head of School serves as Safety Coordinator with duties including oversight of health and safety issues. The Safety Coordinator's duties include ensuring that safety rules and procedures are updated and followed, adequate safety training is provided, accidents and reports of injury are promptly investigated, and proposals are made to management regarding safe workplace operations. The Safety Coordinator shall also conduct or oversee periodic safety inspections and accident/injury investigations.

**Figure 1. Found within Program's Staff Handbook, staff are reminded to help commit to safety for all by reporting hazards and ensuring they know how to properly use equipment and tools.**

# 10D.1: Example #2

## Employee Manual, Forms & Supplemental Materials

Educators have access to these documents to help prevent injuries. the poster is displayed in staff lounges

### Preventing Back Injuries in Childcare

Bending, stooping, twisting, reaching, lifting, and carrying are all activities that increase the risk of a back injury. The fact is that childcare workers are just as likely to suffer work-related back injuries as workers in other industries.

Throughout the day you and your co-workers are regularly picking up toys and other objects off the floor, reaching for objects from cupboards and bookcases, and of course, lifting and carrying children. Every one of these tasks poses a significant risk of back injury, but that risk can be minimized or eliminated through awareness and safe behaviors.

The following are some safety guidelines for the most common tasks encountered in childcare centers.

#### Steps / Stools / Furniture Heights

The best way to avoid back injuries from lifting children is to reduce the need to lift them whenever possible. Adding steps or stools that allow the children to get to water fountains, sinks or changing tables will minimize the need to lift many of them. Lowering furniture heights on cribs, beds and changing tables will also make it easier on your back and shoulders. If the child is old enough, always ask them to participate in the activity and reduce the need to lift them.

#### Bending / Stooping

When you pick up something off the ground, especially when it is a small object like a pencil, it is almost an automatic reflex to bend over to retrieve it. When you bend forward at the waist while both feet are on the ground, tremendous forces are applied to the discs in your lower spine. Keep in mind that before lifting any object, your lower back is already sustaining the weight of your upper body, which for most individuals is about 70 to 100 pounds. Commonly accepted safety practices recommend that we try to keep our back straight and bend at the knees thus reducing these additional stresses to your spine. This is a more balanced position and helps prevent lower back strain. Children who are just learning to walk, will exhibit this same posture when they retrieve objects from the ground. The American Physical Therapy Association (APTA) recommends that you keep your head and back straight, bending at your waist, and extend one leg off the floor straight behind you when picking small objects up from the floor. In this way, the other leg acts as a counterbalance to your trunk and when you straighten, your lower back muscles don't have to work as hard to bring you back to an upright position, as in the image below of the golfer's lift.



Golfer's lift to lift things

Half Kneel Lift

#### Lifting a Child

The best way to avoid a back injury from lifting is don't lift. If it is necessary, consider this. When we lift a child, most of us simply lean forward, grasp the child's body under the arms and lift them. While this technique can certainly help you develop strong biceps and forearms, it can also injure your shoulders and upper back area. When lifting a child up off the floor the APTA recommends that you use a half-kneel lift. First, stand close to the child. While keeping your back straight, place one foot slightly forward of the other foot and lower yourself onto one knee. Grasp the child with both arms and hold them close to your body. Push with your legs, and slowly return to the standing position. The same half-kneel technique should be performed to place the child onto the floor.

#### Carrying / Holding a Child

While holding or carrying a child, always hold them close and centered to your body. Avoid holding them in one arm and balanced on your hip. The straight-arm technique, which is seemingly necessary when dealing with a child who has appleauce all down the front of his shirt, is not recommended as it can also contribute to shoulder and back injuries. You should also avoid twisting while lifting. Complete your lift then move your feet in the direction you want to go. This will greatly reduce the chances of injury.

#### Wheeled Toys, Strollers & Furniture

When pushing a child on a wheeled toy, in a wheelchair or in a stroller, stay as close as possible, allowing your back to remain straight and your shoulders back. The pushing force should come from your legs, not your arms. When moving a table or other heavy object, the best advice is to get help or use a dolly or hand truck.

#### Housekeeping

Keeping play areas as clean and as orderly as possible is a good practice for both you and the children. It certainly lessens the potential for trips and falls. Teaching children to put toys away when play is over can benefit everyone. Consider designating play areas and instructing children to keep toys within those areas. Specific play areas can be "designated" using rugs, painted floors, or tape.

#### Final Thoughts

Avoid storing heavier objects above shoulder height. If the concern is with keeping things from children, lock those items safely away. The probability of back injury goes up when lifting items above the shoulders as well as lifting between floor level and the knees. Practice good lifting techniques. It's a good habit to get into.

#### References

Center for Disease Control and Prevention. *Child Care Back Injury Prevention*. Last Content Rev. Retrieved September 12, 2022. [https://www.cdc.gov/nceh/ehp/topics/childcare/back\\_injuries/child\\_care\\_back\\_injury\\_prevention\\_for\\_childcare\\_workers.html](https://www.cdc.gov/nceh/ehp/topics/childcare/back_injuries/child_care_back_injury_prevention_for_childcare_workers.html)

#### Poster on lifting children safely

<https://www.naeyc.org/sites/default/files/2022/03/naeyc-poster-on-lifting-children-safely.pdf>

### SAFE WORKPLACES

### Safety Talk

#### Lifting Children Safely



- 1) Put one foot next to the infant. Keep your back straight, push your buttocks out and slowly lower yourself down onto one knee.
- 2) Position the infant close to your knee on the floor.
- 3) Slide the infant from your knee on the floor to mid-thigh, while keeping your head forward, your back straight, your buttocks out, and lift the infant onto the opposite thigh.

- 4) Put both of your forearms under the infant with your palms facing upward and hug the infant close to you.
- 5) Prepare for the lift by locking forward.
- 6) Lift upwards following your head and shoulders. Hold the infant close to your body. Lift by extending your legs while keeping your back straight and buttocks out. Remember to breathe as you lift.

When holding toddlers, you should avoid placing them on one hip.

When holding or rocking children, use chairs or furniture with upper back support.

Keep children centered on your body and use both arms to hold.

It is also helpful to teach the children to help you lift by holding onto your body rather than waving away from you.



#### Other Ways to Reduce Risk of Back Injury When Caring for Children

Store frequently used or heavy items in an easily accessible area and at waist height. Avoid bending down at the waist to interact with children. Instead use a squatting or kneeling position.

If possible when sitting on the floor, sit against a wall, or furniture to support your back.

Minimize repetitive bending and stooping when cleaning up toys, etc. Rather incorporate this into children's clean up time.

Lower the sides of cribs when lifting or lowering a child.

Used with permission from Safe Lifting Techniques of Children (revised 2012/05/01), Occupational Health Clinic for Ontario Workers Inc., [www.ohcinc.on.ca](http://www.ohcinc.on.ca)

#### Safety Talk Discussion

Be Accountable: Choose safety - work safe - and go home injury free!

# 10D.2: Example #1

## SUGGESTED PRACTICES FOR HEALTH

### HEALTH PRACTICES

Good hygiene is practiced by everyone, children and staff, throughout the day. **Frequent hand washing is encouraged.** Hand washing procedures are taught to the children and periodically monitored. Staff should assist children with hand washing as necessary. Children and adults wash their hands: on arrival for the day; after using the toilet; after handling bodily fluids, before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking; after playing in water that is shared by two or more people; and after handling pets and other animals or any material such as sand, dirt, or surfaces that might be contaminated by contact with animals. Adults also wash their hands: before and after feeding a child; before administering medication; after assisting a child with toileting; and after handling garbage or cleaning.

Staff use disposable gloves as deemed necessary such as handling lifeless animals (birds, rats, toads, etc.). In first aid situations or accidents, when handling blood or body fluids that might contain blood, staff are required to use disposable gloves, cleaning agents (Hibiclen, soap, water) for bodily fluids (blood, urine, feces, vomit, etc.) and disinfectant agent for floors, etc. Place the contaminated (including used gloves) in a plastic bag and seal the bag with a secure tie. Dispose of contaminated materials in a closed container. Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material. In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

Good nutrition and adequate rest promotes good health and school attendance for staff and student.

### HAND WASHING

We encourage frequent and proper hand washing to reduce the spread of germs (infectious diseases). Teach children to wash their hands by rubbing liquid soap vigorously between the palms, backs of hands, between fingers, under fingernails, under and around watches or jewelry, all the way up to the wrists. Scrub for twenty seconds by using a timer or singing "Happy Birthday" twice, then rinse with running water and dry with a paper towel. Show children how to shut the faucet off without touching it by keeping a paper towel between your hand and the handle. You can lead by example and make it a good practice to wash hands before meals, after using the restroom, after sneezing, etc.

### SUN PROTECTION

Teaching children about sun protection is particularly important in Hawaii where we spend a great deal of time working and playing outdoors. Sunlight contains ultraviolet (UV) light that can damage the skin and increase the risk of certain skin cancers, but here are some ways to lessen these effects.

**SUNSCREEN:** Children will apply sunscreen before coming to school. The sunscreen should have a **Sun Protection Factor (SPF) of at least 15** and provide both **UVA and UVB** (broad spectrum) protection. Generous amounts of sunscreen should be applied to any exposed areas of skin, including lips, ears and the tops of the feet!

**HATS:** You may also wish to have the children bring a hat to wear while they are on the playground. The best hats will have a broad rim that not only shades the face and scalp, but also ears and neck. Children's hats should be labelled with their name before bringing it to school.

A combination of sun protection methods often works better than any one alone. However, even a single method is better than none.

### WEATHER-APPROPRIATE CLOTHING

Although we live in Hawaii, the weather can sometimes be surprising and unpredictable. The school day may begin with a chilly morning breeze and develop into a blazing mid-day sun. Children should be dressed in layers of clothing that can be easily removed for comfort throughout the day, particularly during the colder months. A jacket or sweater can be found in a child's backpack... just in case!

Children learn habits of good health from their parents and teachers. Talking about and practicing preventative measures like hand washing, good nutrition, sun protection and exercise transform them into habits that will stick with the children as they grow and promote their overall well-being.

Figure 1. Found within Program's Staff Handbook. Staff are reminded of good practices for health. These suggestions include handwashing, protection from the sun, weather appropriate clothes, etc.

# 10D.2: Example #2

An example of written health and safety procedures meant to reduce staff exposure to environmental hazards, is the procedure of testing for asbestos.

(pictured here is the report for the 1st & 2nd floor. The full report includes the basement, and upper floors as well).

PAGE 83

## Asbestos Inspection Report

Client Use Only

Date Inspected: \_\_\_\_\_ Inspector: \_\_\_\_\_

Name of Building: \_\_\_\_\_ Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Name of Building Owner: \_\_\_\_\_ Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Name of Licensed Investigator: \_\_\_\_\_ License #: \_\_\_\_\_

Name of Consultant: \_\_\_\_\_ License #: \_\_\_\_\_

Scope of Work (include all locations) FIRST FLOOR.

Asbestos Containing Material Present?  Yes (List Below)  No

All Asbestos Containing Material (ACM) located in the planned renovation/demolition area(s). Damaged ACM must be listed and then abated or removed prior to renovation. You (Investigator) must label all ACM that may be left in the work area. Page 1 of 1

Location	Description	Type (Code 1)	Asbestos		Condition (Code 2)	Action (Code 3)
			Square	Linear		

Code 1	Code 2	Code 3
R2 - Friable	DD - Deteriorated or Disturbed	R2M - Removal necessary prior to Demo/Reas
RF1 - Non-Friable, Cat. 1	ND - Non-Damaged	NRN - No removal necessary, label ACM
RF2 - Non-Friable, Cat. 2		REP - Repair & Label ACM, removal not necessary

only verify that the foregoing statements are true and the information contained in this report is true. This certification is made subject to the rules set forth in 18 PA. C.S. 5404 relating to witness affidavits in substance. Furthermore I certify that the inspection, sampling, and labeling components of section X of the Asbestos Control Regulation (ACR) have been met. The building owner has been notified of the ACR requirements given a copy of this report. If the inspector has repaired ACM which will be disturbed by the proposed work or if it has revealed ACM in that area, the building owner has been notified to remove or repair the ACM in accordance with the ACR prior to renovation or demolition activity.

Name of Licensed Asbestos Investigator: \_\_\_\_\_ Date: 7/12/01 Signature of Building Owner: \_\_\_\_\_ Date: \_\_\_\_\_

PAGE 84

## Asbestos Inspection Report

Client Use Only

Date Inspected: \_\_\_\_\_ Inspector: \_\_\_\_\_

Name of Building: \_\_\_\_\_ Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Name of Building Owner: \_\_\_\_\_ Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Name of Licensed Investigator: \_\_\_\_\_ License #: \_\_\_\_\_

Name of Consultant: \_\_\_\_\_ License #: \_\_\_\_\_

Scope of Work (include all locations) 2<sup>ND</sup> FLOOR.

Asbestos Containing Material Present?  Yes (List Below)  No

All Asbestos Containing Material (ACM) located in the planned renovation/demolition area(s). Damaged ACM must be listed and then abated or removed prior to renovation. You (Investigator) must label all ACM that may be left in the work area. Page 1 of 1

Location	Description	Type (Code 1)	Asbestos		Condition (Code 2)	Action (Code 3)
			Square	Linear		

Code 1	Code 2	Code 3
RF2 - Friable	DD - Deteriorated or Disturbed	R2M - Removal necessary prior to Demo/Reas
RF1 - Non-Friable, Cat. 1	ND - Non-Damaged	NRN - No removal necessary, label ACM
RF2 - Non-Friable, Cat. 2		REP - Repair & Label ACM, removal not necessary

only verify that the foregoing statements are true and the information contained in this report is true. This certification is made subject to the rules set forth in 18 PA. C.S. 5404 relating to witness affidavits in substance. Furthermore I certify that the inspection, sampling, and labeling components of section X of the Asbestos Control Regulation (ACR) have been met. The building owner has been notified of the ACR requirements given a copy of this report. If the inspector has repaired ACM which will be disturbed by the proposed work or if it has revealed ACM in that area, the building owner has been notified to remove or repair the ACM in accordance with the ACR prior to renovation or demolition activity.

Name of Licensed Asbestos Investigator: \_\_\_\_\_ Date: 7/12/01 Signature of Building Owner: \_\_\_\_\_ Date: \_\_\_\_\_

[REDACTED] Staff Manual, Nutrition: Meals and Food Service, page 1

## Nutrition: Meals and Food Service

### *Menus*

[REDACTED] follows USDA guidelines, along with the Child and Adult Care Program (CACFP) requirements. Menus in English and Chinese are posted where families can see them: at the second floor front desk area, on the bulletin board outside the kitchen, and in every classroom. educators should point out the menu to parents and encourage them to take copies home.

Menus are kept on file for review by a nutritionist. The menu lists what foods will be served and in what quantity. Staff are responsible for ensuring meal portions are served in the designated quantities.





**Figure 1.** The Program has a Director of Safety and Security that works closely with the [REDACTED]. Together, they conduct facility and equipment maintenance check to identify potential health and safety problems.

[REDACTED]  
REPAIRS—MAINTENANCE—IMPROVEMENTS

Request Date:	Room No.:
Requested By:	Signature:
Problem/work required:	
Date problem first noticed:	
What we have done to fix this problem (please be specific regarding times and location):	

**Figure 2.** If staff notice any facility, equipment and/or other hazards, they fill out this form and turn it in to be checked by the Director of Safety and Security [REDACTED].

**SCHOOL BOARD OF DIRECTORS**  
September 21, 2021

<b>School Board Members Present</b> [REDACTED]	<b>Guests</b> [REDACTED]
<b>Absent</b> [REDACTED]	

**Date:** September 21, 2021  
**Location:** Webex  
**Time:** 5:00 pm

.  
.  
.

**III. Property Committee**

- Trough sinks already mentioned.
- Installation of the sails near the C building has been completed.
- Waiting on proposal for new playground equipment.
- [REDACTED] will be applying for a grant to change the outdoor lights to LEDs, as part of a process to look for other energy efficiency initiatives on the property. The LED lights will also be brighter and hopefully [REDACTED].
- The faucet was changed so that [REDACTED].

**Figure 3.** During School Board Meetings property updates are shared from representatives of the Property Committee [REDACTED].

The verbal report shall be followed up with a written report on the DHS form. {Additional or updated copies of the Report of Suspected Child Abuse form (██████████) are available by calling ██████████.

If someone who does not work at ██████████ accuses an employee of abusing a child at ██████████ all staff members involved will cooperate completely in all aspects of the investigation. Classroom coverage will be immediately arranged so the accused staff member can document her or his account of the event(s) in question. The accused staff member will be suspended with pay while the authorities determine if the allegation is founded. All efforts will be made to preserve the confidentiality of the accused staff member, the child allegedly abused, plus all surrounding circumstances. At the same time, any and all relevant staff members (the accused, any witnesses, as well as administrators) are expected to give their full cooperation to authorities.

If authorities determine the abuse allegation is unfounded, the accused staff member returns to duty. If authorities determine the abuse allegation is founded, the accused staff member is immediately dismissed. Even after the allegation is resolved, any and all staff members who have information about the identity of the individuals involved and the details of the case are expected to keep this information confidential. No part of this private information may be revealed to any other person or agency unless required by law.

#### Immunity of Reporters of Child Abuse from Sanction

Employees or volunteers who report abuse in compliance with the ██████████ Abuse Reporting Procedure shall be immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was malicious.

**PRIVACY POLICY**

██████████ is committed to protecting the privacy of students and families. We ensure that students' personal information and education records will not be disclosed to anyone other than parents or guardians without prior consent.

**Figure 1. As stated in Family Handbook, the program maintains privacy of students and families. Information is disclosed only with prior consent from parents or guardians.**

**MEDICAL PRIVACY POLICY**

To protect your child's privacy, it is the School's policy to only discuss his/her health information with you, the parent. However, occasions may arise where the School must responsibly disclose your child's health information to other individuals caring for your child in your absence. For example, if your child is sent home for medical reasons, information may also be released to any authorized persons you have asked to remove your child from campus, or in the case of a medical emergency requiring professional attention, to the medical response team. Additionally, Incident Reports containing information regarding your child's health may be sent home with any authorized person picking your child up that day. If you wish to make changes to the list of authorized persons on your Emergency & Release Form, contact the School Office for assistance.

**Figure 2. As stated in Family Handbook, child's health and safety records is confidential but may need to be disclosed.**

 Family Handbook, page 18

## DAILY SEPARATION AND REUNION ROUTINES FOR YOU AND YOUR CHILD

When you arrive

1. Take your child all the way into his or her classroom.
2. **Make sure the educator sees you.**
3. Sign your name and record the time on the Sign-In/Sign-Out sheet.
4. Do not let your child enter the classroom or the building alone. This is very important. *Even if your school-age child is older and more independent, educators need to know for whom they are responsible at all times.*
5. Help your child remove outer clothing and secure it in her or his cubby.
6. Take your child to the bathroom to wash his or her hands (follow posted procedure; for example, use a paper towel to turn off the faucet so you don't touch it with clean hands).
7. **You are welcome to sit down with your child and have cereal, milk and fruit together (available 7:00 - 9:30 AM).** (Hot breakfast is served 9:00 - 9:30 AM, but this is only for the children). This can be a relaxing way to ease the transition from home to school.

N/A – Not applicable. No children are transported during the program day.

 **Family Handbook, page 20**

Children's Village does not provide any form of motor vehicle transportation for children. When you arrive

*This information is found in the Parent Handbook*

### **AUTHORIZED RELEASE**

It is very important to be on time to pick up your child. No child will be released to a minor or an unauthorized person even if the child knows the person. Written permission is mandatory. We will ask for identification such as a [REDACTED] Driver's license. [REDACTED] must have a parent's written authorization of any immediate changes to your "Authorization for Release" list.

N/A -- Within the past 12 months, there has been no child enrolled with a special medical management procedure required.

New Employees: The first six (6) months of employment are considered a learning period during which you have an opportunity to become familiar with your job duties. At the end of learning period your performance may be reviewed. For the duration of this learning period, you will not be working alone with children until your learning period has ended. If your performance meets School standards you may be classified as a regular employee. If your performance is steadily improving but not yet at standard, then your learning period may be extended.

Figure 1. Found within our Staff Handbook, all new employees go through a "Learning Period" for six (6) months. During this period, educators/teachers are not allowed to work alone with the students until they complete orientation and this 6-month learning period.



**Disciplinary Action and/or Discharge**

The School, in its sole discretion, will determine when to warn, reprimand, terminate, or otherwise discipline employees in the manner and degree the School deems appropriate.

Generally, the following progressive steps, to be administered by the supervisor, or Head of School, will apply to discipline cases, **although the School may begin the discipline process at any step or advance to any step, including immediate termination or termination after any step of the process:**

1. Verbal warning: The employee will be verbally counseled, with a notation made in his or her personnel file that such counseling occurred.
2. Written warning: A written notice of discipline will be presented to the employee and the seriousness of the problem discussed with him or her. A copy of the notice shall be maintained in the personnel file. Written warnings must be on a counseling form.
3. Suspension: Employees may be suspended from employment, without pay, for up to thirty days. In addition, an employee may be withheld from service pending investigation as to whether discipline is appropriate. If the School determines suspension is appropriate, the employee will not be paid for the period of the suspension. If the School determines suspension is not appropriate, or if suspension of less than the time the employee is withheld from service is appropriate, the employee will be paid for all or part of the time he or she was withheld, as appropriate.
4. **Termination:** Employees who do not comply with School rules and regulations, despite previous counseling and employees who commit violations that the School believes merit severe discipline, regardless of whether previous discipline was issued, will be terminated. This provision serves as a general guideline. **It is not intended as and does not create a contract for employment or otherwise alter your "at-will" employment with the School. This means that either you or the School may terminate your employment at any time, without prior notice, and without cause.**

Figure 1. Disciplinary Action and/or Discharge policy, as stated in our Staff Handbook.

Show that your written personnel policies include **resignation**, **termination**, and **grievance** procedures.

**Separation from Employment**

Your employment with the School is "at-will," meaning that **both you and the School can end the employment relationship at any time, for any reason, and without prior notice.**

**If personal or other reasons make it necessary for you to resign, we request that you give your department head at least two (2) weeks' notice prior to your last day of work in order to allow time for the selection and initial training of a replacement, and to ensure the return of School property.**

If you provide the School with a minimum of one pay period's notice of your intent to quit, you will be paid your final wages on your last day of work. If you quit or resign without giving the School at least one pay periods' notice in advance, you will be paid your final wages on the next regular payday following your last day of work.

Separating employees must receive clearance verifying that all School equipment, uniforms, cell phones, laptops, tablet computers, training materials, policies, files, records, keys, or other School property has been returned. Employees who used personal electronic devices to access School servers must receive clearance from the IT Department that all School-owned, confidential, and proprietary information have been removed from their personal devices. Failure to return School property may result in legal action. Whenever possible, a separation interview will be conducted prior to leaving. This interview provides the opportunity to explore areas of improvement, as we constantly seek to improve the quality of the work environment for all employees.

**Complaint Procedure**

It is the responsibility of each member of management to create an atmosphere free of discrimination and harassment, sexual or otherwise. Managers and supervisors should immediately report employee complaints of harassment, or their own firsthand observations of any harassment, to the Administration/Head of School.

Each employee is responsible for respecting his/her coworkers, as well as our customers and others with whom we do business. If you experience or observe any harassment in violation of this policy, promptly report the incident to your manager or the Administration/Head of School. It is our policy to investigate each report in a prompt, thorough, and impartial manner.

Due to the sensitive nature of harassment complaints, the School's investigations are conducted confidentially and discreetly to the extent possible, and information regarding the complaint is provided on a need-to-know basis only. Should the investigation determine that an individual has engaged in inappropriate behavior, it is School policy to take prompt and appropriate corrective action to end the harassment. That corrective action may result in disciplinary action, up to and including unpaid suspension and/or immediate termination of employment.

Any questions regarding this policy should be referred to the Administration/Head of School who will refer to our HR resources.

**Whistleblower Policy**

The School adheres to all applicable federal, state, and county laws. Employees are encouraged to immediately report observations of the School's violation of any law, or a violation of any state, county, or federal contract. The report should be made to the employee's supervisor, Administration or the Head of School so that the School may investigate and correct the situation.

The School prohibits retaliation against an employee because he or she (or a person on his or her behalf) reports or is about to report to the School or to the government a violation or a suspected violation of any law, or a violation of a state, county, or federal contract. Knowingly false reports, however, will not be tolerated. We further prohibit retaliation against an employee who is requested by the government to participate in an investigation, hearing, or inquiry held by a public body, or in a court action.

If any employee feels that he or she is the target of retaliation in violation of this policy, the employee should immediately report the problem to his or her immediate supervisor, Administration, or the Head of School.

Figure 2. As stated in our Staff Handbook, our program is an "at-will" employer where employee and employer can terminate employment relationship at any time.

Figure 3. Complaint Procedure and Whistleblower Policy as stated in our Staff Handbook.

**Grievance Procedure:** Employees are expected to resolve differences and conflicts directly with the person(s) involved. When this is not possible or satisfactory, consultation and/or mediation may be sought according to the following lines of communication, responsibility and authority: 1) the Head of School, 2) the Rector of the Parish of St. Clement, and 3) the School Board of St. Clement's School, whose decision will be final.

Figure 4. Found in Program's Staff Handbook, the grievance procedures.

## 10F.3: Example #1

Program's comprehensive Program Evaluation showed concerns from parents that staff "appeared" tired or low energy/burnt out at the end of the school day. They expressed concern for self-care of faculty and staff throughout many evaluations collected.

In response, professional development was focused on:

- Recognizing the need for self-care and reflection, the week long return to school Professional Development Week were planned to include ways in which the faculty/staff could engage in ways that would benefit their mental and physical wellbeing during the pandemic.
- Staff were treated to two different yoga classes where they participated in breathing exercises and stretches that could be practiced at all physical levels. The breathing techniques and shared fellowship provided a way of stress management as well. A luncheon was attended and enjoyed by all for a refreshed day.
- Paint-by-numbers canvases were purchased and created together as a group with conversation and creativity in mind. For two (2) hours, staff enjoyed each other's company and it was a way to introduce an activity to remain engaged and focused but also bring joy, calm and serenity. Staff worked at their own pace and used different parts of the brain to bring stress relief.

## 10F.3: Example #2

Communication was identified as needing to be unified among classrooms. Overall styles were different in content, delivery and timing.

In response, professional development was focused on:

- Daily emails – sent out to parents recapping the day’s events as a means to keep families engaged with their child’s daily activities, as well as to use as conversation starters for parents and students.
  - We worked on a format that provides each classrooms to share the same information in a similar format.
  - Question of the Day will be mentioned.
  - Emails to be sent by 5:30 pm to allow for families to be able to discuss at meal time.
  - Any communication from Administration will be sent in this email.
  - Tips for the upcoming week will be sent on Friday of the previous week to help prepare families.
- Grade-level Leads shared examples of stylistic email formats so that we could all be on the “same page” in our style of communication and will carry this out through all grade levels from the start of the school year to school to the year’s end.

# 10F.4: Example #1

The Program's annual comprehensive Program Evaluation showed the need to have information regarding COVID (i.e. policies) communicated by one source, supported but not communicated by all faculty.

In response to improve Program policies, procedures or activities:

- A COVID Committee was created that could meet within a 24 hour period that could make decisions and communicate efficiently.
  - Information would be sent out by Program's Assistant Head of School by email and in rare be done over an all school alert – text message system.
- All questions regarding return, policy interpretation and communication of changes would be sent out by the same email address: [REDACTED]
- Faculty are to know and support the protocols, however, not be the first person to communicate guidelines, timelines for return to campus, etc.
- A Pandemic Policy was created and had all Program staff read together, ask questions and give factual evidence of why this plan was created by the COVID Committee along with the Program's consulting physician.

## 10F.4: Example #2

The Program's annual comprehensive Program Evaluation showed the need for more practice with math skills and gross motor skills for the students enrolled in the Program.

In response to improve Program policies, procedures or activities:

- Program's Music Program was modified to include more movement [REDACTED], interpretive dance and creative movement on a regular basis. This helped adding more movement in general to the student's relative stagnant home life.
  - Whether on WebEx or in-person, a part of each Music class (3x a week), students were treated to various dance styles and musical variety.
- Hired [REDACTED] to conduct weekly classes which incorporate math, shape spatial relations into music and movement in a structured environment. This provided an opportunity for faculty to take a break from teaching and be in a supporting role as well.



Figure 1. Students engaged in Math Music Motion class.